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The Monster

The Role of the Segregationist

Faculty Salaries

Academic Administration—Its Place in the Sun

Instructional Salaries for 1957-58—Preliminary Report

Faculty Participation in Selecting a College President

Social Science Teachers and the "Difficult Years"

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Higher Education in the World—Numbers of
Institutions, Faculty, Students

Educational Developments—Organizational Notes

A PUBLICATION OF THE

American Association of University Professors

Announcements and Reminders

ANNUAL MEETING

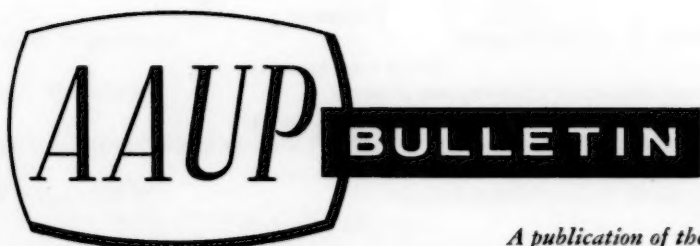
The Association's Forty-fourth Annual Meeting will be held in Denver, at the Cosmopolitan Hotel, April 25-26, 1958.

HIMSTEAD PORTRAIT

For a brief report on this subject, see page 685.

NEW POLICY ON REINSTATEMENT

At its meeting on November 15 and 16, the Association's Council approved a most important new policy concerning the reinstatement of persons who withdrew or permitted their membership to lapse while indebted to the Association for dues. See page 635.



A publication of the

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Winter Issue

VOLUME 43 NUMBER 4 DECEMBER 1957

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Faculty Salaries

By SEYMOUR E. HARRIS

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I. Deterioration in Economic Status

In ten years, institutions of higher learning will need about \$6 billion per year, or more than twice their current budget. This estimate is based on the assumption of no price rise, an increase in educational outlay per student to match that of the economy, 1.2 millions additional enrollment (a conservative estimate), and an increase of salary of 50 per cent for faculty members in the immediate future and 30 per cent additional in 10 years, or a rise of 95 per cent in all. The cost of additional faculty salaries would be around \$800 million a year.

A rise of these proportions would re-establish pay at near pre-war levels in relation to the rest of the working population. Unless such measures are taken, institutions of higher learning will wage a losing fight against other employers for talent. Though pecuniary motivation is not so great in teaching as in other occupations, the monetary reward is, nevertheless, a matter of first importance. That the demand for teachers in the next fifteen years is likely to increase considerably more than for the working population is of special significance: it points to the need of teachers' pay rising at least as much as that of the whole population.

Let us consider the market for college teachers. In 1947, the President's Commission on Higher Education estimated that, by 1960, 55,000 new teachers would be required, and replacement demand would be 195,000 (the current number is 200,000 or less). The Fund for the Advancement of Education, in 1955, estimated that, in 1956-60, 1961-65, and 1966-70, respectively, 84,000, 111,000, and 144,000 new college teachers would be needed on the basis of fairly conservative projections, and 97,000, 153,000, and 236,000 on more generous estimates of future enrollment. For "every 10 college teachers now employed, somewhere between 16 and 25 new ones will have to be found between now and 1970." The anticipated increase in Ph.D.'s would be considerably less. In 1953-54, only 40 per cent of the college teachers had Ph.D. degrees. The low pay of Ph.D.'s undoubtedly explains in part the fact that but a

small percentage of persons with adequate mental endowments obtain Ph.D. degrees.¹

An average projection is a rise of 100 per cent in numbers of college teachers in 15 years. This greatly exceeds the expected rise in all employment, or in competitive occupations. The gain for college teachers should be four times that in all employments, two and one half times that in white-collar markets, and almost twice that for professional persons. We should expect an improvement in the relative pay of college teachers, not a deterioration.

PERCENTAGE RISE: VARIOUS EMPLOYMENTS, 1955 TO 1975

	1955 to 1965	1955 to 1970	1955 to 1975
All Employments	18	26	35
All White Collar	28	41	54
Professional	37	56	75
Proprietors and Managers	22	30	38
Clerical and Sales	27	39	50

Source: S. L. Wolfbein, *Shortage of Creative Manpower in the United States, 1957* (U. S. Department of Labor).

At present, the discussion centers around the objective of raising salaries to re-establish at least the pre-war purchasing power of faculty pay. By 1957, a large part of the loss of purchasing power had been recouped. But this goal is not enough, for its realization still means that the college teacher has not shared in a rising standard of living and, what is more, in view of the larger cut of taxes into salaries, the maintenance of the purchasing power of faculty pay does not exclude a substantial decline in the standard of living of college teachers, even as the standard of the rest of the population has risen. From 1939 to 1956, the national per capita disposable personal income in dollars of stable purchasing power had risen by 62 per cent, and in relation to 1930, by 73 per cent. Should the comparison be made with income *before* taxes, the gains of the average American would be up by more than 100 per cent, even as those of the college teacher since pre-war had fallen.

In some respects, the deterioration has been more serious than is here suggested. The large lag in catching up is a serious matter indeed. It was not until about 1932 that the college professor had re-established his pay command over goods and services equivalent to that before the World War I inflation; and from 1940 to 1957 the purchasing power of faculty pay declined, though in the latter part of the period the losses were recouped to a considerable extent. In these years, a *rough* estimate re-

¹ See, especially, Fund for the Advancement of Education, *Teachers for Tomorrow*, 1955, pp. 18-19, 60-62; National Education Association, *Teacher Supply and Demand in Degree-Granting Institutions, 1954-55*, December, 1955, especially Ch. 3, and pp. 158-163; and President's Commission, *Higher Education for Democracy, IV, Staffing Higher Education*, p. 27.

veals that faculty members lost about \$2 billion as a result of the decline in the purchasing power of their salaries. Had their income kept up with that of the population, their gain would have been about \$5-6 billion in 17 years.¹ Hence, even if the college teacher once more obtains an income-yielding pre-war purchasing power, he will have suffered a serious deterioration of his standard of living for many years, and a relative loss more or less permanently.

In still another respect, the costs to the academic profession were greater than so far suggested. The rise of salaries in current dollars was not equal in different areas. Where competition for teachers was keen, the tendency was to achieve a relatively large salary increase—e.g., the competition of medical faculty and medical practitioners. Faculty members at public institutions lost much less ground than at private institutions. Thus, from 1940 to 1950, the pay at four ranks rose as follows:

PERCENTAGE RISE IN FACULTY SALARIES, 1940 TO 1950

	<i>Land Grant Colleges</i>	<i>32 Selected Private Colleges and Universities</i>
Professors	68	40
Associate Professors	68	43
Assistant Professors	74	47
Instructors	83	60

Source: J. D. Millett, *Financing Higher Education in the United States*, pp. 134-35.

In 1952, salaries in 70 public institutions exceeded those in private institutions by 27 per cent for full professors, by 15 per cent for associate professors, by 16 per cent for assistant professors, and by 7 per cent for instructors.²

The relatively large increase in the lower levels undoubtedly reflects in part the great demand for junior faculty in a period of rising demand, which in the judgment of many might be temporary, as well as the financial problems of institutions of higher learning. Faculty members rose from 132,000 in 1939-40 and 136,000 in 1945-46 to 196,000 in 1947-48 and 210,000 in 1949-50.³ Obviously, the number of teachers must have risen disproportionately in the lower ranks. For this reason, the small rise in over-all pay must be discounted to some extent. But we

¹ This estimate is obtained by relating faculty salaries to what they would have been had they kept up with rising prices. The calculations are based on materials in *A Study of Income and Expenditures in Sixty Colleges*; Department of Health, Education, and Welfare, *Statistics of Higher Education: Receipts, Expenditures and Property, 1951-52*; *Summary of 1953-54 Financial Statistics of Institutions of Higher Education*; *Economic Report of the President*, January, 1957; and various sources for estimates of faculty pay in individual years from 1940 on. (In some instances interpolations were necessary.) Cf. also G. Stigler, *Employment and Compensation in Education*, 1950, p. 44.

² *Ibid.*, p. 135.

³ Department of Health, Education, and Welfare, *Statistical Summary of Education, 1951-52*, p. 40.

cannot discount the fact that at *each* rank, and particularly at the higher ranks, the increase was much less than the increase in the cost of living, especially in private colleges and universities.

The improved relative position of the public institutions is related to the tax support available to these institutions. That public institutions were, in 1950, in a better position to finance their staffs is suggested by the greater increase in revenue accompanied by a much smaller gain in enrollment.

PERCENTAGE RISE: CURRENT OPERATING EXPENDITURES, RESIDENT INSTRUCTION
EXPENDITURES, AND ENROLLMENT, 1940 TO 1950

	<i>Public</i>	<i>Private</i>
Current Operating Expenditures	245	218
Resident Instructional Expenditures	192	160
Enrollment	67	94

Source: Calculated from Campbell, English, and Lampros, *Current Operating Expenditures and Income of Higher Education in the United States*, 1930, 1940, and 1950, pp. 3, 10, 38.

Let us discuss further the issue of economic status.

In 1946, the median rise of full professors' pay was but one-half that in the cost of living. According to the President's Commission on Higher Education, there had been virtually no change in salaries in land grant colleges from 1928 to 1942. From 1940 to 1947, college salaries rose 30-35 per cent; but the national average of annual earnings per full-time employee rose by 100 per cent.

The President's Commission wrote as follows in 1947:

The greatest source of personal disturbance to faculty members was the compensation received. Fifty per cent felt that present incomes were such that continuance in the teaching profession was at a great personal sacrifice; that the quality of work was being seriously affected by financial incomes. It seems evident that the favorable report upon faculty morale will soon be succeeded by an unfavorable one unless faculty salaries are made more adequate.¹

Even by 1953-54, there was still a gap, for the years since 1939-40, between the percentage increase of pay and the 94 per cent rise in the cost of living. The gap was around 20 per cent for small and medium sized institutions in New England and the Middle Atlantic States, but somewhat larger for the bigger institutions in these regions, and less for the women's colleges. In other regions, the gap was less, but substantial nevertheless. The higher the rank, the more the gap, as a rule. The

¹ President's Commission, IV, especially pp. 49-55, cf. S. E. Harris, "Professorial Salaries and Tuition, 1947-48: Background and proposals," *AAUP Bulletin*, Spring, 1948, and S. H. Slichter, "What Has Happened to Professor's Salaries Since 1940," *Ibid.*, Winter, 1946, pp. 718-723.

salaries of full professors rose substantially less than those of (say) instructors. Undoubtedly, the explanation is in part the greater sacrifices required by the low income groups in periods of rising prices, and in part the immobility of the higher ranking faculty members: they were in teaching for life.¹ In 1955-56, the mean pay of college teachers was around \$5200, a figure but 33 per cent in excess of the pay of the average member of the labor market. In contrast, the pay of professors in the U.S.S.R., where capitalist incentives were not apparently in vogue, was around seven times that of the average worker.

The 1950 Census revealed that college professors were earning considerably less than members of other professions with similar periods of training. In 1955-56, the average for physicians (net) was \$16,000, against the \$5200 median income of college teachers. Whereas the top 2 per cent earned \$10,000 or more in college teaching, the top 2 per cent in medicine earned \$50,000 or more. Whereas 0.4 per cent received \$14,000 or more in college teaching, 57 per cent of the physicians earned \$15,000 or more. Whereas 14 per cent of the college teachers earned \$4000 or less, only 4 per cent of the physicians received \$5000 or less. In 1954, the mean for lawyers was \$10,218; the median, \$7833.²

Since Professor Stigler, in his study, previously cited, makes much of the relative equality of college salaries, we should compare the 3 per cent with incomes of \$10,000 or more in 1955-56 with the 43 per cent with incomes of \$5000 or less and the 10 per cent with incomes of \$4000 or less. In a high income state (Ohio), average salaries in 39 colleges varied from \$6770 to \$2826; the average salary in the median college was \$4770.³

Even the top universities reveal relatively low pay scales when these are compared with the incomes of the most successful members of the professions. For example, in 1957 the average salary of a full professor at Harvard (Arts and Science) was approaching \$14,000, and of all members of the faculty, about \$9500. (From 1930 to 1956, the real income of a full professor had fallen by 15-20 per cent, in a period when that of the average employed member of the labor market rose by 80 per cent, and the real per capita income of the nation by 75 per cent; that is to say, the full professor at Harvard experienced a relative deterioration in

¹ "Instructional Salaries in 41 Selected Colleges and Universities for the Academic Year 1953-54," *AAUP Bulletin*, Winter, 1953-54, pp. 632-81.

² See 1950 U. S. Census of Population: *Occupational Characteristics*, Table 19; *Survey of Current Business*, July, 1952 and December, 1956; "How Much Are Physicians Earning?," *Medical Economics*, October, 1956; and National Education Association Research Bulletin: *Salaries Paid and Salary Practices in Universities, Colleges and Junior Colleges*, 1955-56, 1956.

³ G. Stigler, *op. cit.*, pp. 48-49; The Ohio College Association, *Meeting Ohio's Needs in Higher Education*, 1956, p. 54, and National Education Association, *op. cit.*, p. 20.

his position of more than 50 per cent.)¹ At another leading private university the rise of faculty pay in *current* dollars was 55 per cent in contrast with the 195 per cent pay rises for the nation.

Nor is the record of that outstanding institution, Johns Hopkins, any better. In 1951-52, the buying power of a full professor's salary (before income taxes) had been reduced to 73 per cent of the 1940 level; of associate professors, assistant professors, and instructors, to 90, 89, and 95 per cent, respectively. In 1940, the average salary on the liberal arts and engineering campus of The Johns Hopkins University was \$4000. By 1951-52, this had been reduced to \$3000 in 1940 dollars.²

When we compare the high ranking faculty of such institutions as Harvard and Johns Hopkins, we are considering the top 1 per cent in the profession. Yet the Harvard full professor (average age about 50) with an income of \$14,000, which is the top one-half of 1 per cent in the profession, earns less than the *average* doctor at a much lower median age. The comparison is not with the top 2 per cent of the doctors, who earn more than \$50,000, but with all doctors—incompetent, average, and successful. In 1949, 41 per cent of the male physicians and surgeons, 28 per cent of the lawyers and judges, 25 per cent of the dentists, 18 per cent of the architects, and 5 per cent of college presidents, professors, and instructors were earning \$10,000 or more. In 1953, the professors in larger state universities, with incomes of \$7000, were earning less than railroad engineers; associate professors in these institutions, less than railroad firemen; assistant professors and instructors, 24-30 per cent less than railroad conductors and switch tenders, respectively.³

Over longer periods, faculty salaries tend to rise at least as much as the cost of living; but there are serious periods of decline that intervene. From 1908 to 1952, the real (*i.e.*, corrected for price change) pay of college faculty was little changed.⁴ A large decline in the World War I period was followed by a substantial rise until the early nineteen thirties, and then a reduction in the years 1940 to 1952. At Harvard, the average pay of the instructional staff had gone up about as much from 1913 to 1946 as the price level, but only one-third as much as national per capita income, and one-quarter as much as factory workers' hourly pay. The full professors' pay had, however, risen 25 per cent more than the cost of living.⁵

¹ S. E. Harris, "Salaries of Full Professors at Harvard, 1930 and 1954-55," *Harvard Alumni Bulletin*, April 9, 1955, pp. 513-14.

² C. D. Long, "Professors' Salaries and the Inflation," *AAUP Bulletin*, Winter, 1952-53, pp. 577-78.

³ *Teachers for Tomorrow*, p. 37.

⁴ Stigler (*op. cit.*, p. 44) finds a rise of 3 per cent in stable dollars from 1908-42 for college teachers in public institutions.

⁵ C. D. Long, *op. cit.*, pp. 577-79, and S. E. Harris, *AAUP Bulletin*, 1948, p. 105.

II. Why the Deterioration?

How does one explain the deterioration in the position of the college teachers? One relevant point is the inflexibility of income of institutions of higher learning in periods of rising prices. The yield of tuition, of endowment income, and of government appropriations does not respond adequately to rising prices and increasing national income. This is notably true when enrollments are rising. But another point is also relevant. The faculty tends to receive a smaller part of the educational dollar. Construction costs and maintenance and operation of plant especially reflect the inflation. What is more, as enrollment rises, the demands made for plant and equipment grow disproportionately.

Related is the better organization of the nonfaculty staff and workers. On this point, Dr. R. H. Ostheimer has presented some significant figures. Tuition for 475 institutions rose by 53 per cent in the 1940's. Tuition had become a bargain, for prices had risen by 72 per cent. But the purchasing power of expenditures per student by private institutions had fallen by 19 per cent. What is especially striking is the large proportion of the increased costs to be charged to nonacademic salaries: though nonacademic employees were only two-thirds as numerous as faculty members, their pay rose so much more that they contributed one-third more to the inflation of outlays for institutions of higher learning than did faculty salaries. The nonfaculty members of the academic community are better organized, and are more sensitive to market conditions, than are the faculty.

. . . The prices of the goods and services institutions must buy for educational and general purposes were, in the aggregate, 76 per cent higher in 1950 than in 1940. This increase is based on a 54 per cent increase in faculty salaries, weighted as 43 per cent of the total educational expense, a 110 per cent increase in nonacademic salaries, weighted as 28 per cent of the total, and a 76 per cent increase in the prices of other items, which accounted for 29 per cent of the expenditures. The 43 per cent increase in per student expenditures by private institutions, therefore, amounted to a 19 per cent decrease in dollars of the purchasing power of 1940. The implication is, of course, a serious deterioration in the quality of the service, which is to say that there was less opportunity for personal contact between student and teacher and that library materials and facilities of all kinds were less available to the individual student. There were, for example, about one-fifth more students in private institutions for each faculty member in 1950 than 1940.¹

Along the same lines, we should stress the significant point that instructional salaries became a much less important part of educational expenditures in the 1940's:

¹ R. H. Ostheimer, *Student Charges and Financing Higher Education*, 1953, pp. 39, 48-49.

PERCENTAGE RESIDENT INSTRUCTION RELATIVE TO EDUCATIONAL AND
GENERAL EXPENDITURES, 1930, 1940 AND 1950

	1930	1940	1950
Percentage Relative to All Educational and General Expenditures	63.1	53.1	45.1

Source: Campbell, English, and Lampros, *Current Operating Expenditures and Income of Higher Education in the United States, 1930, 1940, and 1950* (Staff Technical Paper of the Commission on Financing Higher Education), p. 9.

Indeed, the amount of money made available to institutions of higher learning had greatly increased since 1939. Moreover, the amounts of educational general income divided by the number of faculty members increased substantially.

	<i>Educational and General Income</i>	<i>Numbers, Faculty</i>	<i>Educational Income Allocated over Faculty Members, per Member</i>
	(\$ million)	(thousands)	(\$)
1929-30	483	82.4	5862
1939-40	571	131.5	3930
1951-52	2020	198.4	10,600

Source: Calculated from Department of Health, Education, and Welfare, *Statistical Summary of Education, 1951-52*, p. 40.

Obviously, on the basis of additional resources made available, faculty salaries might have risen by more than 150 per cent from 1939-40 to 1951-52. In fact, they rose by about one-half that amount, a measure of the greater drain of other expenditures.

Professor Long puts the whole matter in a different way. For 85 institutions, he finds a rise of enrollment of 88 per cent, of income per student of 55 per cent, of administration costs per student of 76 per cent, of maintenance per student of 84 per cent, and of instruction per student of 47 per cent.¹

III. How Much Should Faculty Salaries Rise?

How much should the pay of college faculty members rise? Earlier, I suggested a rise of 50 per cent, as soon as possible. That would bring faculty pay back to the pre-war relationship *vis-a-vis* the working population. In addition, as prices and real income rise, the pay of the faculty should rise correspondingly. An adequate increase, as noted earlier, from the \$5200 level would cost about \$800 million, or one-third of the current educational and general budget.

In its report, noting that faculty salaries had risen only one-half as much as the cost of living from 1940 to 1947 and one-third as much as

¹ *Op. cit.*, p. 582.

factory wages, the President's Commission of 1947 recommended a rise of 50 per cent for faculty salaries and instruction, or an increase to \$1½ billion by 1952 (in 1947 dollars) and to \$1,675,000,000 by 1960. In this connection, note that by 1951-52 and 1953-54, expenditures on resident instruction had risen to \$828 and \$967 million, respectively. (In dollars of 1947 purchasing power, the figures are 702 and 806 million dollars, respectively.) It is obvious that by 1952 the *total* instructional budget had risen to a point only about one-half that recommended by the President's Commission. In fact, from 1947-48 to 1952, *this* budget had grown less than 10 per cent of the amount proposed by the President's Commission. Yet the proposals of the President's Commission for over-all expansion of expenditures by the early fifties had more than been attained. Hence, it is clear that in the years since the President's Commission published its reports, the faculty has continued to be squeezed.¹

In the staff report of the Commission on Financing Higher Education, the Staff Director offers a model for liberal arts colleges in which salaries are to rise from \$3800 to \$5836, or an increase of 53 per cent.² Writing in the early 1950's, the Staff Director estimated that a rise of faculty salaries of about \$110 million would have been required in 1950 to bring real income up to the 1940 level. This amounted to about 15 per cent of the bill for resident instruction in 1949-50.³

In its report, the Educational Policies Commission proposed a rise of 75 to 125 per cent in faculty pay within the next fifteen years as a reasonable goal.⁴ In comparison, I had suggested a 50 per cent rise in the next few years and 30 per cent additional to match the growth of real income per capita, or 95 per cent in all for 10 years.

In its second (and presumably final) Report, President Eisenhower's *Committee on Education Beyond the High School* (July, 1957) put teachers as the top priority and regretted the current practice of allowing teachers to subsidize students. Aside from proposing increased fringes, the Committee recommended:

That the absolute highest priority in the use of available funds be given to raising faculty salaries, with the goal of doubling the average level within 5 to 10 years, and with particular attention to increasing the spread between the bottom and the top of each institution's salary structure. . . .⁵

¹ President's Commission V, *Financing Higher Education*, p. 14, and Department of Health, Education, and Welfare, *Summary of 1953-54 Financial Statistics of Institutions of Higher Learning*.

² J. D. Millett, *op. cit.*, pp. 194-200.

³ *Ibid.*, pp. 137-38, and Department of Health, Education, and Welfare, *Statistics of Higher Education: Receipts, Expenditures and Property, 1951-52, 1955*, p. 47.

⁴ *Higher Education in a Decade of Decision*, 1957, pp. 130-32.

⁵ *Ibid.*, p. 6.

In this report, however, the Committee did not indicate where the money was coming from.

IV. In General

A few general observations are in order. Faculty salaries are most inadequate, especially since institutions of higher learning will need about twice as many teachers fifteen years from now as at present. Even if salaries are increased by 50 per cent in the next few years and 95 per cent in ten years, the faculty members will have lost about \$2 billion since 1940 as a result of the failure of salaries to keep up with the cost of living (or about \$12,000 per faculty member), and perhaps \$5-6 billion (\$30,000-36,000 per faculty member) as a result of the failure of salaries to keep up with the pay rise of the average member of the labor market. If the serious lags of the past continue, and past losses are not recouped, the quality of college faculties is bound to suffer. The effects are felt more in the quality of new entrants, though for the older members the quality of work is likely to suffer.

It has been said that faculty members are sharing the losses of all high income groups. Indeed, since 1940, the largest gains of income have accrued to those with the lowest incomes. Thus, from 1940 to 1950, the lowest fifth families experienced a rise of *real* income of 63 per cent after taxes, and the highest fifth only 13 per cent.¹ But against this we should observe:

(1) Faculty pay in stable dollars declined approximately 20 per cent from 1940 to 1950.

(2) At \$5200, the college faculty is no longer a high income group. Approximately one-quarter of male incomes are above this level.²

¹ *Review of Economics and Statistics*, 1954, pp. 11, 26.

² Professor Soltow ("Are College Teachers Really Underpaid?" *AAUP Bulletin*, Autumn, 1956, pp. 504-506) has presented the case against the common view that college faculty members are underpaid.

He rightly says that 1929 is a more appropriate base than 1939 (though some of my results are based on 1930). But note that his own table shows small differences—*e.g.*, professions—161 in 1953 (1929 base) and 167 (1939 base); and all workers in manufacturing—263 and 297, respectively. Quite correctly, he stresses the relevance of income before taxes rather than after. This procedure we have followed, and the Ruml study is fairly criticized on these grounds. On the issue of compensation for special training, Soltow finds that the extra investment of \$18,000 by college teachers would pay \$1200 per year during a teaching life of 40 years. This is held to be but one half of the differential of college pay above that of the worker in manufacturing. Actually, the differential is not \$2400 but less than \$900 (see above, *Survey of Current Business*, July, 1956). Furthermore, the allowance of 3 years is most inadequate for the training differential. The difference is actually about 9 years (9 years for factory workers and 18 years for college teachers).

Soltow is correct in maintaining that the trend has been towards equality, and college teachers must share in this. But he carries the point too far. There have

(Footnote 2 continued on page 591)

In considering the problem of salaries, it is necessary to consider the trends in financing institutions of higher learning. From 1889-90 to the present, there has been a steady rise, with few exceptions, in the educational cost per student—even when corrected for price movements. (Cf. rise of cost per student with consumers prices below, p. 592). This has occurred despite the rise of total enrollment and enrollment per institution. This trend is likely to continue, in part because of the backlog of construction and the current exploitation of teachers. Over the years, tuition has tended to rise more than prices, but not as much as per capita income. In this sense tuition has become a bargain.

Educational income has tended to rise more than the Gross National Product, but the upward movement has been stalled, and has been reversed, since 1939. The major trends may be evidenced in the table which appears on page 592.¹

The upward trend of unit costs, enrollment, and the greater cost of high cost instruction (*e.g.*, graduate schools) point to the need of a figure of at least \$6 billion by 1966. Even this is based on modest projections of enrollment. On favorable assumptions concerning the rise of capital income, current gifts, state appropriations and tuition, I find that a deficit of 1.5 billion is to be expected—unless heroic measures are taken in raising tuitions or finding funds elsewhere. Hence, at present, we may look forward to continued exploitation of faculty, or inadequate plant, and probably deterioration of the product.

(Footnote 2 continued from page 590)

been large losses, even in dollars of stable purchasing power, and losses in comparison with competing employments and professions. The college teacher is no longer a member of the high income groups. His deterioration is much greater than can be explained by trends toward egalitarianism.

In a somewhat similar vein, Professor Stigler (*Employment Compensation in Education*, 1950, especially pp. 42-63) also tends to minimize the underpayment of college teachers against competing employments. In particular, he contends that promotions have been accelerated (but is this not reflected in average pay?), vacations are longer than in other occupations, tenure is relatively safe, outside earnings are substantial, fringe benefits are a factor, incomes are relatively stable, and, since incomes are lower, taxes are lower. (Is the fact that higher incomes pay higher taxes relevant?) He does not comment on tax avoidance in other professions, or longer working life in the law and the medical professions. He fails also to compare the incomes of college teachers with those of all workers. I find it difficult to accept the point that, with the corrections suggested by Stigler (in excess of 50 per cent *vis-a-vis* the independent professions), the income of college teachers is above that of dentists, and almost equal to law and medicine. The correction is excessive. The census figures which include the more important items given by Stigler give totals, for the year 1949, of \$4941 for college professors and presidents, \$8704 for physicians, \$6544 for lawyers, and \$6637 for dentists. (U. S. Census of 1950. U. S. Census of Population, *Occupational Characteristics*, 1953, Vol. 20.)

¹ From a study by Seymour E. Harris for the Fund for the Advancement of Education, *Economics of Higher Education*, 1957 (Mimeograph, p. 34).

TRENDS OF FINANCE IN HIGHER EDUCATION, NATIONAL INCOME, AND PRICES,
1889-90 TO 1953-54

	1889-90	1929-30	1953-54
Resident College Enrollment (Thousands)	157	1101	2407*
Educational & General Income, \$M	21.5	483	2357
Educational & General Expenditures, \$M	—	378	2288
Educational & General Income Per Resident Student, \$	137	439	979
National Income (GNP), \$M	9410	95,000	362,000
National Income Per Capita, \$	150	774	2242
Consumers Prices (1923=100)	48	98	158

* Interpolation of 1951 to 1956 estimates and related to annual figures of fall enrollment of HEW.

Sources: HEW, *Statistical Summary of Education, 1951-52, 1955 and Summary of 1953-54 Financial Statistics of Higher Education, 1956*; *Economic Report of the President, January, 1957*; and U. S. Department of Commerce, *Historical Statistics of the United States, 1789-1945, 1949*.

The statistical summary is as follows.¹

WHAT ARE THE PROJECTIONS FOR THE BUDGET BY 1965-66?

	\$ Million
1. In 1953-54, the educational budget was	2200
2. Add \$300 million increase for the years 1953-54 to 1955-56	300*
3. Add \$900 per additional student for 1.2 millions (my conservative projection)	1080 ^b
4. Add 50 per cent to teachers' pay (from a median of \$5200-\$7800)	780 ^c
5. Add 30 per cent for growth (this is the expected rise of per capita income in the next 10 years)	1300 ^d
	<u>\$5660*</u>

* Cf. *Progress of Public Education in the United States of America, 1955-56*, p. 4.

^b Approximately \$900 is the average cost per resident student in 1953-54, based on educational and general expenditures. Ostheimer and Millett have argued that an additional student costs only one half of the average costs. Hence, if average costs are \$900, the marginal cost is but \$450. This principle might hold for periods of over-capacity—*e.g.*, the thirties. But if there is little over-capacity and a large backlog of capital improvements, with new capital required estimated at \$1000 million per year (or about \$400 currently per student and about \$270 in 10 years), and with classes too large, then marginal costs may be as high as average costs.

^c I assume a rise of enrollment of 1.2 millions in 10 years. This means roughly an enrollment of 33 per cent of those of college age. I deal with various estimates of enrollment elsewhere. This is not a high estimate. The rise would bring the teachers' pay up from 162 (1939-40=100) in 1953-54 to 243. By 1953-54, college teachers' pay in current dollars had risen only one third as much as pay of all workers since 1939-40. With a 50 per cent rise, the pay of the college teacher would have risen almost as much as that of the average member of the labor market. (See "Instructional salaries in 41 Selected Colleges and Universities for the Academic Year 1953-54," *A.A.U.P. Bulletin*, Winter, 1953-54, p. 655; and Department of Commerce, *National Income, 1954*.)

(References d and e appear on page 593)

¹ *Ibid.*, pp. 38 and 56.

PROJECTED BUDGET FOR INSTITUTIONS OF HIGHER LEARNING FOR 10 YEARS
(\$ MILLION)

	<i>All Institutions</i>	<i>Private</i>	<i>Public</i>
Additional Money Needed	3150	950*	2200*
Additional Sources of Revenue			
Additional Tuition	770	443**	327**
Additional Philanthropy	240	200	40
State & Local Governments	500	—	500
Total	<u>1510</u>	<u>643</u>	<u>867</u>
Deficit	1640	307	1333

* This is exclusive of \$650 million additional required for plant; for public institutions, \$400 million (part to be financed out of loans), and perhaps one-third as much additional for private institutions.

** Adjusted for increased scholarships needed. I assume that tuition would rise by \$250 in private institutions and \$115 in public institutions. The enrollment is assumed to be 1.4 and 1.6 now, respectively, and 1.7 and 2.5 millions in 10 years.

(References d and e continued from page 592)

* This is the expected growth over a 10 year period on a per capita basis. It is assumed that teachers would share equally in this growth.

* It is of some interest that the Office of Education has estimated that budgets would double in 10 years. The average for plant would be \$1.3 billion for the next 10 years, of which \$700 million would be for expansion. A semi-official statement gives the following: \$500 million required to raise salaries by 100 per cent; \$3 billion by 1970 to re-establish teachers' salaries at the 1900 relationship to the pay of others; \$1.2 billion for plant (average next 15 years) or close to a doubling of plant outlays; and \$440 million for scholarships for the gifted (\$1 billion by 1970).

The Council of the American Association for the Advancement of Science has voted to increase the annual dues of the Association from \$6.50 to \$8.50, effective January 1, 1958. The last previous change, from \$5.00 to \$6.50, was effective January 1, 1948. *Science*, commenting on the present increase, notes that, despite economies and continued efficient practices, the margin between income and outgo has become increasingly narrower, and cites recent studies showing that "the median annual dues for professional associations are \$10." In consideration of the higher dues, AAAS has arranged for a more advantageous service to its membership as regards the publications *Science* and *The Scientific Monthly*, which are to be combined in an enlarged *Science*.

Higher Education in the Nations of the World: Numbers of Institutions, Faculty, and Students

By WOOD GRAY¹
The George Washington University

Having recently had occasion to cite the number of institutions of higher learning in the world, together with faculty members and students, I discovered that these figures were, apparently, nowhere readily available. The most usable statistics were found in the *World Survey of Education: Organizations and Statistics*, published by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 1955. Even these, unfortunately, are scattered through some 943 pages. After consolidating these statistics, it seemed that others might find them useful.²

Europe			
Country	Institutions	Faculty	Students
Albania	1	16	482
Austria	13	2,974	20,756
Belgium	19	—	19,534
Bulgaria	19	—	29,639
Cyprus	2	13	187
Czechoslovakia	21	7,113	32,790
Denmark	47	666*	17,808
Finland	13	1,234	15,488
France	134	3,567*	153,591

¹ Mrs. Jean Rice Anderson and Miss Carol Patricia Koyen assisted in extracting and summarizing these statistics.

² It hardly needs to be pointed out that types of institutions and methods of statistical reporting vary from country to country. Most of these UNESCO reports are for the years 1950-1951 or 1951-1952, but the figures for Nepal and Albania are for 1947 and for the Ryukyu Islands, are for 1949. Thirty-one of the one hundred twelve countries failed to list faculty numbers. It was found that efforts to fill in these gaps with precise information would be unprofitable. In computing the world total I have, therefore, made a rough estimate by applying the over-all faculty-student ratio of 1 to 13.735 from those areas which did report this item.

* Incomplete.

Europe			
Country	Institutions	Faculty	Students
German Federal Republic and West Berlin	236	1,101*	124,680
Greece	7	632	11,911
Hungary	7 ¹	—	40,700
Iceland	1	26	620
Ireland	2	602	7,708
Italy	86	5,737	151,807
Malta	1	63	447
Netherlands	110	2,051*	36,273
Norway	10	686	6,040
Poland	64	4,070	115,578
Portugal	60	840*	15,776
Rumania	13	—	55,300
Saarland	1	202	1,270
Spain	73*	3,446*	80,774
Sweden	16	1,536	17,613
Switzerland	9	1,030	16,032
Trieste	1	167	2,625
Turkey	18 ²	1,642	23,646
U.S.S.R.	837	80,000 ³	774,478
England and Wales	640	9,529	148,864
Scotland	27	1,250	10,046
Northern Ireland	4	252*	2,380*
Yugoslavia	34	5,406	60,395
Total	2526*	—	1,995,238*

¹ Information from various sources.

² Current information furnished by Turkish Embassy.

³ Nicholas DeWitt, *Soviet Professional Manpower: its Education, Training and Supply*. (Washington National Foundation, 1955), pp. 87-185. For the year 1950, institutions were numbered at 836, faculty, 80,000 and students, 830,984. For the year 1954, Institutions, 791, faculty, 86,000 and students 1,100,000.

North America

Alaska	1	91	1,267
Canada	181	5,246	74,273
United States of America	1851	190,353	2,659,021
Total	2033	195,690	2,734,561

Latin America and Caribbean

Argentina	6	3998	79,412
Bahamas	1	2	30
Barbados	2	14	64
Bolivia	8	36	5,022
Brazil	383	—	37,589
Chile	4	2110	9,524

*Incomplete.

Latin America and Caribbean

<i>Country</i>	<i>Institutions</i>	<i>Faculty</i>	<i>Students</i>
Colombia	74	1751	10,632
Costa Rica	1	—	1,416
Cuba	1	—	16,726
Dominican Republic	1	106	2,443
Ecuador	8	512*	4,122*
Guatemala	1	324	2,289
Haiti	4	—	632
Honduras	1	125	894
Jamaica	1	48	203
Martinique	1	14	250
Mexico	12	4464	36,354
Nicaragua	3	—	1,100
Panama	1	86	1,688
Paraguay	1	235	1,651
Peru	7 ¹	—	13,162
Puerto Rico	5	763	13,364
El Salvador	3	—	1,097
Surinam	2	43	384
Trinidad and Tobago	1	—	57
Uruguay	1	—	11,603
Venezuela	4	981	6,561
<i>Total</i>	537	—	258,269*

¹ Information from the Peruvian Embassy.**Near East**

Afghanistan	1	77	461
Algeria	1	—	4,563
Anglo-Egyptian Sudan	1	79	388
Egypt	12	290*	39,106
Iran	1	—	5,624
Iraq	11	161*	4,957
Israel	4*	530*	4,942
Lebanon	3	—	3,125
Morocco	4	—	1,038
Saudi Arabia	1	3	25
Spanish Morocco	2	20	41
Syria	1	142	2,404
Tunisia	1	—	1,595
<i>Total</i>	43*	—	68,263

*Incomplete.

Far East

Burma	1	—	4000
Cambodia	1	25	165

*Incomplete.

Far East

<i>Country</i>	<i>Institutions</i>	<i>Faculty</i>	<i>Students</i>
Ceylon	3	279	5,016
China (Nationalist)	8	—	8,210
Federation of Malaya	2	16*	270
Goa	1	21	182
Hong Kong	5	—	1,318
India	855	23,597	396,528
Indonesia	10	610	6,277
Japan	555	44,641	421,419
Korea	42	1,262	32,488
Monogolian Peoples Republic	1	—	1,200
Nepal	1	21	341
Pakistan	198	—	69,113
Peoples Republic of China	227	19,500	133,000
Pondicherry	2	—	51
Ryukyu Islands	5	114	1,133
Singapore	2	—	2,084
Thailand	4	426	32,507
Viet-Nam	1	89	1,728
<i>Total</i>	1924	—	1,117,030

Africa

Basutoland	1	10	22
French West Africa	1	—	258
Ghana	1	68	435
Liberia	2	—	437
Madagascar	2	—	210
Mauritius	1	15	75
Nigeria	1	—	327
Northern Rhodesia	1	—	50
Réunion	1	12	28
Sierra Leone	1*	32*	288
Uganda	2	38	261
Union of South Africa	25	1271	25,233
<i>Total</i>	39*	—	27,624

Oceania

<i>Country</i>	<i>Institutions</i>	<i>Faculty</i>	<i>Students</i>
Australia	175	8,430	202,089
Fiji	1	—	162
Hawaii	1	782	5,008
New Zealand	16*	701*	10,493
Philippines	424	6,825*	172,331
<i>Total</i>	617*	—	390,083
<i>World total:</i>	<i>7719*</i>	<i>480,000</i> (estimated)	<i>6,591,068*</i>

* Incomplete.

Faculty Participation in Selecting a College President

By ROGER W. HOLMES

Mount Holyoke College

In appointing its new President,¹ Mount Holyoke College completed a venture in trustee-faculty cooperation worth the attention of other educational institutions. The historical causes of this particular undertaking were peculiar to Mount Holyoke College, but the experience itself and its advantages to all concerned are significant to any educational institution in which over-all responsibility rests with a board of trustees, while responsibility for academic standards is primarily the concern of its faculty. This article will report the venture as it appeared to one of the participating faculty members.

II

Preliminary discussions of possible procedures in the selection of college presidents took place in the Joint Trustee-Faculty Conference Committee, a group which meets two or three times each year and provides an important channel of communication between the Board of Trustees and the faculty of Mount Holyoke College. Shortly thereafter, in June, 1954, the Trustees passed the following resolution:

Recognizing that it is desirable to establish, well in advance of any immediate question of its use, the procedure which the Board of Trustees proposes to follow in the matter of selecting a new President for Mount Holyoke College, the Board of Trustees desires at this time to go on record as affirming its intention to appoint, at the appropriate time, a special advisory committee, to consist of four members of the Board of Trustees, of whom at least one shall be an alumna of the College, and one of whom shall be chairman, and three members of the faculty, to be chosen by the faculty itself. This committee to be charged with the responsibility of canvassing the entire field, with authority to secure a representative expression of alumnae opinion and student opinion, and then to make recommendations to the Board of Trustees, with whom the

¹ Dr. Richard Glenn Gettell was appointed January 16, 1957, and began his duties on July first.

final authority for electing a new president rests.

In June, 1955, President Ham announced his intention to retire in June, 1957, whereupon the trustees chose four members from their body and the faculty elected its three, and the "special advisory committee" came into existence. From the trustees a lawyer (chairman), an investment counselor, a university dean, and an alumna-trustee of the class of 1933 (later chairman) were selected; from the faculty, two professors and an associate professor. The three faculty members happened to represent each of the three major divisions of the faculty, humanities and languages, natural sciences and mathematics, social studies; their ages ranged from 43 to 51, younger than might be expected; and the youngest of the three turned out to be an alumna. Trustees outnumbered faculty, but educators outnumbered laymen. Before the work of the committee was finished, the lawyer and the university dean, for reasons entirely unconnected with the duty then before the committee, were replaced by trustees who were officers in foundations. The change in personnel came late in the committee's work: the functioning of the committee was not altered in any respect.

The most obvious advantage of faculty participation in this situation was that trustees and faculty, working together, accomplished ends which neither could have achieved alone. Most achievements were in the area of understanding what Mount Holyoke College is and what it needed in its next administrator. The immediate beneficiary was the prospective appointee himself. When he asked questions about the government of the College, about its financial condition, its budgetary policies, its building program, trustees could give responsible answers beyond the scope of faculty authority or knowledge. When he wanted to know about government in the academic area, about curriculum problems or adequacy of teaching equipment or departmental autonomy or local housing conditions, faculty members were of greater assistance. Most of those interviewed expressed their admiration of Mount Holyoke for appointing a joint committee, and their appreciation of the wider opportunity such a joint committee provided in evaluating the College, its problems and its future. It was surprising, even to the three faculty members themselves, how often information was sought in areas in which faculty opinion was of the first importance. Most presidential candidates come to know the board that may appoint them: few are given official and direct contact with faculty members through which to make an intimate estimate of the academic atmosphere, and detailed knowledge of the working-day machinery, of a college.

Looking in the other direction, presidential prospects are seldom investigated so thoroughly. Ours seemed to come away from inter-

views with respect for the searching powers of a joint committee. The ultimate beneficiary should be the College. Seven committee members can be counted on to have various major concerns for a college with which they are responsibly connected: these concerns spread themselves widely in a joint committee. And to the faculty members these concerns are literally vital in a professional sense. If the investment counselor was trying to judge financial acumen and the university dean was probing into ideas about the place of a rural liberal arts college in the educational picture as a whole, and particularly in competition with universities, and the lawyer wanted to know about administrative policy, and the alumna trustee was asking the large questions about the education of women; the faculty members were searching into ideas about curriculum reform, student-faculty-administration relationships, teaching methods, policies on promotion and tenure, relative evaluations of scholarship and teaching ability, the probable ingredients in order of importance in a successful arts college. These are examples, and are not intended to convey the impression that these interests were exclusive: indeed, the steady advance with which each interest became the property of all was gratifying. The ground covered was large, and it was gone over with an earnest thoroughness. With due respect to trustees at their best, it is difficult to believe that an investigation could be so searching or illuminating without the participation of faculty inquisitors. The College should benefit not only in the outcome of the inquisition and the choice of candidate, but also in the confidence with which the selection is received, particularly by the faculty with which the new president must work. The probability of a successful administration is markedly increased.

III

There were clear differences of opinion among the members of the committee. Some preferred a young person, some were looking for mature administrative experience; some emphasized productive scholarship, others thought ability to deal with people more important; some preferred a man, some a woman; some were looking for a person with new and different educational convictions, others were more conservative; some believed religious affiliations more important than did others. These differences never represented cleavages between trustees and faculty. One of the most reassuring aspects of committee discussion was the fluidity with which alignments came and went. If a mathematician were to figure out the possible combinations and permutations of dividing seven individuals *pro* and *con*, practically all would have been represented in committee deliberations. During the difficult task of

shortening the list of prospects, there were occasions on which the faculty minority was sharply against an individual. In each of these instances, faculty opinion was taken at its face value and the prospect dropped without further discussion. The trustees saw, wisely, that any individual who did not have the approval of any of three members elected by the faculty would not, if appointed president, have large faculty support. Had the faculty members exerted no other influence than this negative one, a tacit power of veto, the joint venture would have been justified. The veto power of the trustee majority was never exercised.

One of the most important and least obvious of the advantages of this procedure concerns the increase in mutual understanding of participating faculty and trustees, and the growth of mutual respect. That trustees and faculty can never completely understand one another is a fact arising out of the essential situation and out of human nature, to be accepted without alarm. There had been a time at Mount Holyoke when trustees and faculty were very far indeed from understanding one another, and this condition was rightly viewed with alarm on both sides. Over a period of some twenty years, relations improved enormously: the institution of the Joint Conference Committee, joint social gatherings when the trustees were in town, joint meetings of the Board and the Faculty—all of these helped. The institution of the special advisory committee was both an effect and a cause of increasing mutual understanding. The primary gain was to the members of the committee. One cannot work hard in the intimacy of complete secrecy for a year and a half without coming to know one's partners well. The faculty members learned in the area of responsibility for Mount Holyoke College as a whole; trustees were made aware of academic issues and problems. The secondary gain was to the trustees and the faculty as wholes. Without divulging confidences, the faculty members of the joint committee were able, on many occasions, to explain trustee attitudes to their colleagues; no doubt similar opportunities were improved in the other direction.

IV

Three final points deserve consideration as answers to objections that are often raised to joint procedures in the selection of college presidents. It has been said that the presence of faculty members renders difficult or impossible the uninhibited discussion in committee of sensitive or controversial issues. Every college has a closet full of them. In this instance, freedom of discussion was complete.¹ Is it desirable to elect

¹ One subject was not mentioned in committee. Faculty members did not have even an approximate idea what terms, financial and otherwise, would be offered the successful candidate. Nor did they need this information. The joint committee was advisory; the act of appointing the new president belonged to the Board of Trustees.

faculty representatives to the boards of trustees of institutions in which they teach? Should there be a differentiation of salary between men and women professors? Should the College give additional financial aid to married faculty members whose children are in college? Should chapel or church services be compulsory? Should the College have a chaplain? How much responsibility should a college president take in curriculum revision? What are the challenges of the increasing pattern of coeducation to a woman's college? What proportion of an annual budget should be spent on buildings and grounds? These were loaded questions: it was obvious that there were vigorous disagreements within the committee. That no one felt inhibited about such matters, unless it was the candidate himself, testifies to the liberality of the trustee members of the committee. Other colleges may not be so fortunate as we were in this respect, but it should be on record that full discussion of sensitive and controversial issues *need* not be impossible, or even difficult, with faculty participation. And, again, the gains are both to the presidential prospect and to the college.

Sometimes doubts are raised as to the amount of secrecy possible on a committee composed partly of faculty. This is, of course, not to imply that faculty members are less reliable as individuals than trustees. But faculty members intimately concerned, over a period of more than a year, with a problem of the utmost professional consequence to more than a hundred colleagues with whom they are in daily contact are faced with peculiar pressures. There may be those who try to "pump," directly or indirectly. There are those who weigh every gesture, every word, every request for information, every private guest, for clues. Every lecturer brought to the campus becomes "a candidate." The imagination of the rumor mills, and their products, are fantastic. Moods are momentous. If one frowns, things are "not going well"—whatever that means, and it may mean many things, depending on the suspected prejudices of the committee member frowning. Approaching board meetings are approaching crises. Significant facts unavoidably known outside the college demand verification. Where leakages could be disastrous, and probably because this was so, it can be reported as a fact that the work of the committee was successfully confidential.

Finally, the question of the ability of two or three or four members of a faculty to represent the faculty as a whole is often raised. To this question the answer is easy and clear. The three faculty members of the advisory committee did not represent the faculty in the sense of mirroring their opinions. When the committee began its work, the help and advice of each individual member of the faculty was invited. In this sense all were carefully represented. The faculty members of the committee functioned, as representatives should in a democracy, as individuals acting to

the best of their individual abilities, elected not with specific instructions, but with the responsibility to do the best they knew to do with the information at their disposal. The situation is unusual. From the time the committee swung into action, the confidential character of its work rendered any general consultation with the faculty impossible. The only consultation that took place was infrequent, limited, and strictly professional, concerning the reputation of an individual in his academic field. Even when the job was finished, it was impossible that a report be made either to the faculty or to individual members. Nevertheless, in the most important sense, the faculty of the College was represented from the beginning to the end of the quest.

V

Genuine faculty participation in the selection of a college president has many advantages. It adds a dimension to the procedure of investigation which is helpful to the candidates, to the faculty, to the board of trustees, and to the college; and it provides, through increase of confidence in the final selection, greater promise of a successful administration. Should committee participation be further widened in the direction of alumni and students? On the basis of Mount Holyoke's experience, tentative answers suggest themselves. It was important and helpful to invite and encourage alumnae suggestions about the new president. Certainly the two alumnae members of the advisory committee, one a trustee and one a member of the faculty, made unique contributions to the deliberations of the group. They were able to make them because they were trustee and teacher, respectively, as well as alumnae. The contributions of alumni members of such a committee will be in proportion to their concern with and information about the educational situation in general and the college in particular. Hence they are probably best chosen from among faculty and trustees. Students are concerned, but scarcely realize that they are. Our invitation to the students to send us suggestions resulted in two letters out of a possible twelve hundred. Their own explanation of this lack of response was that they did not consider themselves sufficiently well-informed. They were probably correct.

If faculty participation has disadvantages, these are likely to involve the attitudes of nonparticipating faculty members. Jealousy and envy are human conditions, and when a few members of a group are singled out, even temporarily, given extraordinary powers over the professional lives of their colleagues, and come to know some of their employers intimately, one might expect human nature to assert itself. That this difficulty did not arise at Mount Holyoke College can be stated as a fact and with gratitude. If there is any unavoidable limitation involved, it is that by

the nature of the case only a very few faculty members out of a large number equally eligible can have the privilege and the experience of serving on such an advisory committee. All three faculty members who were fortunate enough to serve at Mount Holyoke College have said many times that the experience was uniquely instructive, and all have expressed the wish that it might have been spread more widely among their colleagues. Nothing could do more to enlarge mutual understanding between faculties and trustees. On this mutual understanding American colleges thrive.

At the suggestion of one or two members of the American Association of University Professors, I am writing to you as Chairman of the Committee on Ethics of this Association, with reference to a matter which has given us and other publishers of college textbooks much concern in recent years; namely, the growth in cases of plagiarism or unfairly close paralleling of existing texts.

In the first place, let me state that the cases have become very numerous. We have been the victims of many serious cases, and the guilty party in several. These cases range all the way from almost complete transcriptions of existing copyrighted works which are so serious from a legal point of view that the author must be credited with innocence of intent to do wrong, to the more annoying cases of close paralleling, where an obvious attempt has been made to avoid technical liability.

In order that there may be no misconception of my point of view in this matter, let me say that I think the cases in which the plagiarism is deliberate, or with thought of wrong-doing, are exceedingly rare, if they exist at all. Almost invariably the answer of the offending author is that he prepared lectures for his students, without thought of ultimate publication, or that he prepared mimeographed notes for sale to his students in a similarly innocent fashion, and that when he ultimately decided to publish, he had entirely forgotten the sources of the material.

It has occurred to me that possibly your Committee might take some action which would bring this situation to the attention of men engaged in college work.

*From a book publisher's letter to the
Chairman of the Association's Committee on Ethics;
Bulletin, February, 1920, pp. 20-22.*

Eligibility

By SIGNI FALK

Coe College

As an English professor, Virginia Mainard had the reputation of being hard on athletes. There may have been some truth in it—if they did not get around to doing their work. And so Giovanni Verga, at the beginning of his sophomore year, was short four credits because of an “Incomplete” in Freshman English. He had not passed his Proficiency Test.

When Miss Mainard came into the Department, it had been the custom to hold up the grade of those students whose use of their native tongue might be an embarrassment to the College—hold it up, that is, until they could pass a test in usage. As the most recent member of the Department, it was part of her duty to administer and check these tests, as well as to confer with the happy and the not-so-happy students.

Her heart was not in it. In the first place, the standard for passing was so liberal that most of the students could make it without disturbing a brain wave. In the second place, she did not believe that a brief drill period could change the relaxed language habits of seventeen to twenty-year-olds. Then, too, there was another angle, one rather difficult to figure. Her colleagues in other fields, she found, considered themselves “content” teachers. She and her breed were looked upon as comma pushers and verbal quibblers. What if a student does say, “He hasn’t got no—”? Well, hasn’t mass communication changed our ideas on grammar? If English teachers weren’t a pack of frustrated script writers—so the implication seemed to run—they would be working with something better than red pencils.

II

Giovanni Verga did not pass his Proficiency Test, and he was an athlete, a good one. His performance on the football field was spectacular. As quarterback, his coordination of body and head was precise. To say that he was necessary to the team was a naive understatement. He was, almost, the team.

During the summer, someone on the Athletic Committee failed to

check Giovanni's grades, and so he returned early with the squad. He had eaten for two weeks at college expense when the discovery of his "Incomplete" was made. The Committee was on the spot. They could hardly tell the President that they had not checked his record, and worse, they could not confess that an ineligible athlete had eaten through two weeks of beefsteak. But what really irritated them was the fact that Giovanni was ineligible for such a little thing—his inability to write in a language that wasn't even his parents' tongue. Even though his folks had been in the United States for twenty years, they lived in a community that was almost entirely Italian. To expect an athlete to write!

The temporary chairman of the Athletic Committee, senior professor and something of a power on campus, called on Miss Mainard.

"Why, he don't talk so bad. What if he don't know all the fine points about commas?"

Miss Mainard almost suggested that perhaps the professor was not the best judge of current usage, but she deferred to seniority and rank.

"He's the most important member of the team and seems like you should give him another try. Of course, I'm not one to tell an English professor how to do her job."

A *non-sequitur*, laughed Miss Mainard to herself.

"Some of the faculty don't seem to think it's very important how a student speaks and writes," she answered quietly. "But business people criticize colleges for not teaching students to use their own language decently."

"Don't misunderstand. I'm a stickler for good English."

"It's an all-college proposition, you know."

"Well, I don't have time to correct their English. I'd have to stay up half the night correcting papers." He shrugged his shoulders. "Well, anyhow, do as you think is right. But that boy should have another chance."

He spoke with the kind of authority that sounded as if he had had a directive from the President.

Other members of the Committee brought pressure. Their arguments were devious and sometimes patronizing. Miss Mainard talked with members of her own Department and got the same answer every time.

"You'll have to give him the test again. He's an athlete." They all sounded as if they had been through this kind of thing so many times it didn't seem worth the worry.

She lost sleep, torn between the principle that a college rule should not be waived even for a star athlete, and the conviction that the whole tiresome routine of Proficiency Tests was not the answer. To add to her

dilemma, she was irritated by the men who talked with her as if she were being too meticulous about the mere use of words.

She finally reached a decision. She would repeat the test, but not for Giovanni alone. It would have to be given for any one who wanted another try on twenty-four hours notice.

The opening game of the conference was on Saturday afternoon. The make-up test was scheduled for Friday morning.

She thought that Giovanni, and whatever other flunkers were ready to expend the energy, might be able to make the liberally low score if she carefully timed each part of the exam. In that way she hoped that they would be able to make the most of what they knew.

III

Shortly before ten, Giovanni appeared; and a minute before the hour, in slouched two other boys who might have had the wit to carry the water bucket, but for whom any verbal exercise was torture.

It was a tense seventy-five minutes for all four of them. The stolid, silent boys left their papers on her desk and shuffled out. Giovanni put his down and looked as if he didn't feel too sanguine about the prospects.

"Do your folks speak English, Gio?" asked Miss Mainard, trying to find words to fill in the awkward silence.

"My father some. He has to. Business. My mother hardly none."

"How long have they been in this country?"

"About twenty years."

"You were born here, then."

"Yes. Chicago."

He looked at her as if he suspected the motive behind her questioning.

"Then your folks talk Italian at home mostly?" she asked.

She had heard about this boy as a freshman. The man in biology thought he had possibilities, and the coach found him reliable. He had survived the career of lionized athlete in high school and come out comparatively unspoiled.

"Uh-huh. Italian mostly," he answered her question.

"That's not entirely a handicap, you know. Most of us don't get two languages naturally."

"Can't say much for the English."

"I hope you made it this time."

His look of penetration made her a little uncomfortable. The boy has a kind of charm, she thought, but he doesn't have that slick "I-can-get-around-the-old-gal" manner of so many male adolescents, attractive ones, who believe there are easier ways of making a grade out of a woman teacher than worrying a textbook.

"You can call at the Recorder's office this afternoon about the exam."

"Thank you for the trouble—and the extra time."

"I'm glad to do it."

She read the papers immediately, and just to be sure that she had made no mistake, read all three again. The water boys didn't make it. Giovanni passed by a legitimate margin of five points. She phoned the report to the temporary chairman of the Athletic Committee, who received it as good news. He was saved embarrassment for his carelessness, and the College had a good chance of winning its first battle.

IV

The Saturday afternoon game was a thriller. In the first quarter, Gio ran seventy yards for a touchdown. During the rest of the game he cut through the line time and again to give his team a first down. His hands seemed to catch every pass as if they were magnets.

It was Giovanni's game and the crowd knew it.

Sunday's athletic page devoted a good part of the gossip column to him. Toward the end of the eulogy, one sentence caught Miss Mainard in the throat:

"Fortunately for the local team, a half hour before the beginning of the game Gio made up his deficiency in Freshman English."

"What a nasty lie," she muttered, and threw the paper away in disgust.

It looked as if, by dirty politics, college requirements had been suddenly waived for a necessary athlete.

It was an ugly situation. Though her name never appeared in print, she felt she had been offered on the altar. Giovanni had passed legitimately and had become technically eligible to play in an important game. That his English was five points better was open to question.

During the next few days Miss Mainard found herself suddenly conspicuous. Faculty members who hardly knew that she was around had something to say.

"I would have done the same thing if I had been in your place," remarked the most wily politician-professor on campus.

"You sure were on the hot seat," said a colleague who was a popular luncheon-club speaker. "I should think you *would* get off in a hurry. I know I would."

He laughed heartily at his own joke. Miss Mainard suppressed her anger. So they thought she was an accomplice, did they?

"Well, well," greeted another professor. "So grammar hit the sports page. There was not much else that you could do, I am sure,"

he added by way of agreeing with what appeared to be a dubious operation.

"That was a nasty spot to be in," said a young instructor, a recent arrival at the college. "They sure let you hold the bag."

Virginia Mainard's heart went out to that man. He was the only person, as far as she knew, who seemed to sense what her problem had been. She suddenly felt less depressed than she had for three days.

In that happier frame of mind, she met Giovanni Verga crossing the campus.

"That was a fine job on Saturday, Gio. They would have been lost without you."

"Thank you, Miss Mainard," he answered, formally and rather coolly.

She felt as if the lad had slapped her in the face.

"It must be a relief to have that 'Incomplete' erased," she added, in a further attempt at friendliness.

His answer was something between a laugh and a sneer.

"I suppose you had to pass me—but how about those other guys?"

Virginia Mainard was so shocked she was speechless. She was afraid for a moment that her knees would buckle under her.

"Guess I ought to thank you," he shot at her as he walked away.

"As it was . . . is . . . shall be"

Resolved: That it is the sense of this meeting that the question of changing the methods of nomination and selection of officers and members of the Council of the American Association of University Professors whereby they may be more representative of the members and chapters merits careful investigation and that to effect this purpose the meeting approve the reference of the Pittsburgh resolutions and all other proposals looking toward the democratization of the central administration of the Association to a special committee of seven members to be selected by the newly-elected president and the present Council member from the University of Pittsburgh. This special committee shall report its findings to the next subsidized delegate meeting, and the national Council is authorized to appropriate funds for the carrying on of its work.

Resolution, Twentieth Annual Meeting, in *Bulletin*, January, 1934, p. 12.

The Role of the Segregationist

By JOSEPH MARGOLIS

University of South Carolina

It occurs to me that recent episodes in the current integration drama point to a little-emphasized feature of Southern "resistance" which is of the utmost importance. The feature I have in mind both illuminates the ideology of the struggle and raises problems of tact for the strategy of Federal action. I refer to the special "role-playing" habit of the South. We are accustomed to notice good-humoredly that Texans and Brooklynites deliberately take relatively stereotyped public roles on occasion. The fact that amusement is involved for both the actor and the spectator indicates that, whatever marginal hostility may be involved here, the assumption of these roles is not particularly painful. The pro-segregationists of the South, on the other hand, have a painful role to play, which they more or less voluntarily assume, every commitment in which suffers from the regularly nourished memories of the long and equally painful history of that role. The defeat of the South in the Civil War fixed its classic pattern, for it specified it as a role involving open and organized antagonism construed as the devoted defense of principle, defeat construed as invasion, moral criticism construed as the imposition of penalties, and finally continuing loyalty to a lost cause construed as the solidarity of a cultured and homogeneous people in occupation. It has all the earmarks, therefore, of a military role, a crusading role, a knightly role, a hero's role, a martyr's role. It differs from all of these in one important particular of course: it is not actual lives that are at stake, but a way of life. One may also notice that the customs and doctrines proposed by integrationists are not viewed as degrading by the integrationists themselves; and the South, facing the issue as it must with mixed views, with pride and with shame, treats these more as hateful than as degrading, preferring to point to their interference with the procedures of Southern life than to substantive wrongs the races must inevitably expect to suffer.

To see this is to see what I think has usually escaped our attention, namely, that the "resistance" of the South is *not* wholehearted resistance. I know this sounds like a paradox, but I think it can be explained. I should say it is not wholehearted because it is not really *hopeful*; it is not so much actual resistance as the enactment of a role of resistance. To be

sure, there are those who may be genuinely resisting, and violently, even to the extent of castrating an innocent Negro. But even here, the gesture, horrid as it is, strikes one as theatrical, a gesture of defiance rather than defiance itself; and the genteel members of Southern communities are genuinely embarrassed and ashamed of such performances. There was a time when the Ku Klux Klan was dreaded; it was then a hopeful and dangerously resolute organization. It is still dangerous, of course, but in recent years it has gone in more for symbols than for acts, or (stated in another way) its acts are not part of a genuine tactic but of a ritual merely. And as a matter of fact, I have myself inquisitively watched the faces of random pedestrians as clusters of Klansmen walked down Main Street, Columbia, South Carolina, chatting casually yet self-consciously in the afternoon sun; and I think the unvoiced communication that ran from white to Negro and from Negro to white was mild surprise and faint ridicule. Perhaps it is that the Klan cannot conceive a program of defiance against the North (there is no hope for that), and that the South requires a significant pose of defiance against the North; perhaps it is that the Klan is in a sense intramural, and the "resistance" of the South is intermural.

II

It is easy enough to gather evidence for the thesis. What one has to look for are political acts that are committed with the foreknowledge of their *futility*. I should instance Senator Thurmond's last-ditch filibuster, which rallied those who have assumed the role described but which angered Southern colleagues, who understand that the role is, after all, a role which must not be allowed to complicate practical politics (not at all viewed as a futility). What one must look for is the harassment of the *more powerful* Federal government (identified for the purposes in question with the North, the inevitably victorious North), as practiced, for example, by Governor Faubus during the initial phase of the Little Rock crisis. What one must look for is the sense of *triumph* that supervenes, not upon a successful maneuver (every such success is viewed as a temporary gain, soon to be lost), but upon the mere exposure of unsolved racial problems in the North, prejudice and corruption, as in the reporting of race riots, housing restrictions, New York labor camps, and the rest. What one must look for is the air and talk of being *victimized* from within and without, as in Arkansas with the "carpetbagger" Judge Davies and in Carolina with the "turncoat" Judge Waring.

Too much time has passed since Reconstruction days to justify the present status of the Negro. The connivance of events, legitimate hatred for the revenge of the Reconstruction, the hurt and shock of defeat, the

puzzlement of a changing era, the continuing economic disadvantage of the region, opportunism and inertia—all of these things have allowed time to pass. The South has hitherto managed to postpone its reckoning, and the Supreme Court has forced it to face the Issue suddenly and with authority. The situation was tailor-made for a considerable relapse on the part of the South back to its classic role. It is extremely difficult for integration to make its way in the South without appearing to be imposed from above, without appearing to rehearse the familiar defeat of the entire people.

The South is suffering from a moral embarrassment that it cannot easily overcome. It cannot account satisfactorily for the Negro's continuing plight during the long interval from Reconstruction to our own day. Nor can it simply make an about-face now and clasp the Negro to its bosom (though no one asks for this, of course). Even more important than this, whatever experience the South has had in ameliorating the relations between the races it has tied to its role as vanquished; in effect, to overcome now the moral negligence of the past is to appear to capitulate once again to the mere brute force of the North or to condemn itself openly. That the initiative of the Federal government should have obliged the South to answer the matter could not but have increased the resentment that is the inversion of its own moral pain. And so it is extremely difficult to create a role of cooperation with the law of the land that can appear at the same time as spontaneous and affirmative and self-determined.

The odd thing is that the political practice of the South must increasingly exasperate the executive power of the Federal government; it must lead to an *enforcement* of the integration decisions. It is almost as if the South means to experiment with, even to pique, the patience of the government, certain always that it is nearing its limit and willing, in the meantime, to applaud the performance of every virtuoso of its accustomed role. The practice itself creates an atmosphere of anticipated defeat and hastens the very events that must appear as final defeat and surrender. I must repeat that it is an institution that is about to die, and not an actual community of men.

No one will deny that resistance to integration is rather good politics in the South; this does not mean that it is also an intelligent policy for the economic and cultural well-being of the South. The good politics feeds the role-playing tendencies it has found to support it, and the susceptibility of the South to the role determines what is good politics. The political view is inescapably short-run; the assumption of the role, however cynical some of its sources, undeniably earnest. The result is that the imminent defeat will be sincerely felt as a defeat. Yet even this statement is recognizably faulty. For if we appeal to the imagery of the

Civil War days, we see that the present struggle mingles the War with the Reconstruction; it is as if penalties were introduced piecemeal with every successful battle—and irreversibly. The rhythm of events and the easy and automatic availability of its treasured role have conspired to fascinate the South, drawing it on to rehearse its fixed lines in novel ways. We can speak only of fascination here because not only is there no hope, but also the end of the drama is clear enough to Southern observers. If one still asks why, little else can be said except that it is in defeat alone that the South is persuaded it has an identity it can cherish.

III

If these things are so, there is no alternative to Federal enforcement, because the government itself is being drawn into the role of historical antagonist. It is to its credit that it has sought to avoid such a posture. But the drama is gathering momentum, and we already hear Union and Reconstruction talk from responsible partisans of integration—elements in the South itself, significantly enough, have labelled the unfinished episode, Reconstruction II. The periphery of the South has *crumbled*, from the point of view of the adamant Deep South; and so, the latter cannot be expected to integrate on its own initiative—it would procrastinate endlessly, it cannot announce its own deep moral blame. Integration is viewed as *penetrating* Southward. In terms of the images that are capturing both sides, it must be turned back or be victorious; and therefore, in terms of the actualities, it must be enforced.

The likelihood of a stalemate, so characteristic of political struggles and, in particular, of the integration controversies of the past, declines with every new adventure. If the issue had remained closeted in the Congress, stalemate would have been possible. But increasingly now, the rest of the society is aware of itself taking sides *and of playing out the drama to its end*. The integrationists see victory ahead; the Federal government sees the side-issue of integration as a revived challenge to its authority over the states; and the South sees that it has left to itself only the exhibition of loyalty in defeat. We may expect that exhibition to take more violent, more absurd, more bizarre forms as enforcement penetrates closer to the heartland of the South. There is then a price of sullenness, malice, outrage, non-cooperation that threatens. There seems to be no genuine alternative to enforcement; there may be none for these consequences either. But here, surely, is the problem to ponder. The vision of an integrationist victory may obscure, by the very excitement it generates, the genuine complications of integrated living. On the other hand, since the South's "resistance" to integration is undertaken without hope, defeat alone cannot be counted on to end the South's defiance.

The behavior of the segregationist is more genuinely collective than that of the integrationist; only the Negro is capable of a unity comparable to that of the white South, and his sense of the uncertainties of white folks' politics and of the inexperience of his race has considerably slowed his impulse to organize. But the collective demonstration of the South must become more massive, more regularly formed as spontaneous community responses. Taken singly, the Southern segregationist can find answers for the inexplicable plight of the Negro only in unreasonable mouthings about racial inferiority and contradictory testimony of the ingratitude, disease, stupidity, childishness, arrogance, viciousness, irresponsibility, contentedness, well-being, cunning of the Negro. As his intelligence and comprehension is bettered, the segregationist cannot overcome his awareness of the continuing guilt of his *policies*. The North is in an infinitely happier condition, not because actual racial relations are so much more enlightened, but because it can bustle about its problems with an apparently clear conscience, itself registering moral dismay at new discoveries of the discrepancy between the facts and its principles. The Southern segregationist turns instead to a reliable source of righteous and dignifying anger: charged as a society, he responds as a society. The integrationist's demand for immediate relief is seen as unjustifiable intrusion, and crowds gratefully applaud the inspired defiance of its momentary heroes; unknown individuals speak memorable lines, distinguish themselves by evidences of their indomitable spirit. And out of it all wells the sense of participating in the cause of freedom, which, it must not be forgotten, drowns out the legitimate plea of reform and its antecedent, unanswerable charges of more than moral neglect.

Drowns it out, that is, for the moment.

. . . although cases of violating academic freedom continue to occur, no one familiar with the situation as it was, say, in 1890, and the situation as it is today, even granting the unlovely spectacle of the McCarthy terror, but must feel that academic tenure, academic freedom, and academic responsibility are better understood and more generally accepted now than they were when The Johns Hopkins University was founded in 1876. I do not mean that all is rosy; I do mean that firm insistence upon a set of principles by the American Association of University Professors, coupled with the ancient virtues of competition for men and prestige, have softened the asperities of the administrative-faculty tug of war.

From Howard Mumford Jones, "The Service of the University," at University of North Dakota Faculty Conference sponsored by A. A. U. P. Chapter, November 8, 1956.

Quiescence, Tradition, and Disorder *—Cross-Section of a Small College*

By LLOYD P. WILLIAMS
University of Oklahoma

. . . It is inevitable that the facts described in history should not give an exact picture . . . ; they are transformed in the brain of the historian, they are moulded by his interests and coloured by his prejudices. *Rousseau.*

Cherokee College is the subject of this paper. Whereas the name is fictitious, the college is not. It is populated by real students, faculty members, administrators, and numerous auxiliary assistants. It is our purpose to analyze this small college, to note its most distinctive characteristics, to delineate its internal structure and dynamics, and to propose some realistic alternatives for the alleviation of the pathological conditions that beset it. It is hoped that this paper sheds some light, however modest, on the sociology of higher education.

Cherokee is collegiate, private, church-related, and coeducational. A romantic might say the natural environment of Cherokee, atop beautiful rolling hills, is the kind that a benevolent Providence must have created to induce men to quiet reflection. On the surface, here is an ideal college in an ideal community.

There is nothing particularly distinctive about the community. Small, semi-rural, middle-class, conservative, Republican, Protestant, and intellectually somnambulistic, it resembles hundreds of others. Of the motorists who pour through it on the main highway, many note, but few remember, the name of the hamlet. Some note, but few remember, the name of the local college. It has been here for more than a hundred years, and its life goes on much as collegiate life has gone on for decades. An overworked and underpaid staff performs all the ceremonies, and at graduation time, all the rituals associated with collegiate life. It acquiesces in the forms of democracy. And occasionally, when through the vicissitudes of fortune some fine mind finds itself in these surroundings, there is an outburst of intellectual vigor.

II

The administrative staff at Cherokee is large: a president, two vice-presidents, an academic dean, a registrar, a treasurer, a dean of students, a dean of men, a dean of women, an admissions director, an assistant admissions director, and a publicity director. The present president is a close relative of a former president, who, with zeal, self-sacrifice, and determination, nurtured the college through its uncertain years in the early twentieth century. His successor nurtured it through the hazardous years of the depression period. These successes, in conjunction with long-time control, have led the presidential family, unconsciously, to regard Cherokee as its personal property. The president himself is preoccupied with administrative trivia, and his interference in various offices throughout the college is frequent, unpredictable, and apparently compulsive. His approach to decision-making follows a triune principle—never make decisions unless it is absolutely necessary; postpone decision-making as long as possible; avoid making decisions in the presence of subordinates. The unconscious logic of the process seems to be—no decisions, no commitments; no commitments, no difficulties.

Vice-President "X" is a long-time personal friend of the president, and his intellectual and executive appendage. Only on rare occasions and in emergencies does he make decisions on his own. Nevertheless, he keeps tight control over all subordinates, encouraging a steady flow of clients in and out of his office. Meetings are called daily that demand the immediate attention of subordinates. Extensive discussions are held on matters of secondary importance or on questions about which only the president is in fact permitted to make decisions. Verbal commitments are made that somehow almost immediately call for another meeting to confirm or modify. This is a highly successful technique for maintaining control of subordinates, for after a sufficient lapse of time all parties concerned are confused as to what decisions were reached and what action, if any, should be taken. The result is another meeting for purposes of clarification. Status is important to Vice-President "X"; he wants his office to look attractive, and his secretaries to appear busy. Subordinates who show reluctance to go along with expedient administration are reminded by Vice-President "X" that "administration is a science."

Vice-President "Y" is a close relative of the president. He received his B.A. from Cherokee and was at one time, briefly, interim president. The business affairs of the college, for which he is responsible, are conducted on a basis of mystery. Neither the deans nor the faculty are consulted in financial matters; no budget committee exists; and the staff, including the dean, is only casually, perfunctorily, occasionally, and verbally informed of the financial status of the institution. The only individuals

who may conceivably know what happens in the business office, other than Vice-President "Y" himself, are the president and Vice-President "X."

Vice-President "Y" came to the institution at the beginning of the great depression, imbued by his father with a zeal to thriftiness. The father was a powerful man—intellectually keen, driving, determined, dominant, scrupulously devout, unbending in opposition to alcohol and tobacco. Even though he is long dead, his influence remains heavy upon the institution; he is a potent father-figure to many of the small band of loyalists; he is spoken of with reverence; and he gave Vice-President "Y" a messianic fervor for keeping Cherokee solvent. The result: solvency takes precedence over all instructional considerations; no money is to be spent unless it is absolutely necessary; financial affairs must be kept under the immediate surveillance of his office; no alien must be permitted to lay a hand upon the treasury. There is a marked reluctance on the part of Vice-President "Y" and the president to spend money for anything intangible. Such things as secretarial services, teachers salaries, or guest artists run a poor second to the refurbishment of the football stadium or other improvements in the physical plant. The tangible is material, hence real; the intangible is immaterial, hence unreal.

III

The academic dean at Cherokee College occupies an extraordinary position in the administrative hierarchy—he is both an anomaly and an excrescence. By historical tradition, by definition, and by logic he should be the administrative head of the academic program. Not so at Cherokee. To the president, the dean appears to be a cross between a cheerleader for the faculty and a public relations counselor. He is supposed to make people feel good, and is expected deliberately to cultivate the alumni. He is supposed to get the college in the public eye. To Vice-President "X," the dean is a clerk and academic actuary. Both president and vice-president unconsciously use the dean as an agent for the discharge of frustration; both build ego, maintain status, and minimize anxiety by belittling any subordinate, including the dean, who, if he desires security, finds it in doing what he is told.

The dean has two clerical helpers. With the assistance of these two clerks, he is expected to (1) keep records on the academic progress of each student; (2) maintain daily attendance records; (3) organize and execute registration; (4) issue grades to students and to parents four times during each academic year; (5) handle the stenographic and mimeographic work for the entire faculty; (6) prepare the schedule of classes; (7) carry on the correspondence of the dean's office—volumes of

which come from parents; and (8) periodically publish a bulletin of faculty news. These things are in addition to his manifest need to absorb the frustrations of an overworked and undervalued faculty and the necessity of conciliating the scores of patrons and petitioners who descend daily upon his office. Of course, the dean is expected to teach.

The president appoints the dean and then introduces him to the staff. In late years, the president has appointed the dean upon recommendation of Vice-President "X." The dean is thus in an ambivalent position between the need to express loyalty to his superiors, and a desire to serve the academic interests of the college by supporting, encouraging, and giving security to the teaching staff. The cumulative frustration inherent in this situation leads periodically to resignation: the turn-over of deans is rapid, the average tenure being two to three years.

Tradition and logic suggest that the function of a registrar is to register—specifically, to register the academic progress of the students and to maintain pertinent statistical records relative to it. Cherokee College is an exception, for the registrar performs such functions only casually and belatedly; other functions are considered more important. The registrar, by right of seniority, by right of custom, and by tacit higher echelon approval, rules the academic life of the college. Whereas some academic regulations are written down, many are not, and the registrar consistently and successfully resists any attempt by the dean or others to codify and publicize such regulations. The instruction committee of the college, nominally constituted to handle academic questions, is subverted by the registrar *via* the *College Bulletin*. The deletion, modification, or addition to the *Bulletin* of regulations is an annual occurrence, not predictable except for the fact that it will take place. Like Bolshevik history, the minutes of the instruction committee are rewritten as the registrar, who is also secretary of the committee, feels inclined. Less dramatic but equally effective techniques used by the registrar to control staff members, particularly new ones, and to maintain power over academic affairs, are those of ignoring a question or simulated crying. The net consequence of this lawlessness is to keep the junior executives and the registrar in a continuing imbroglio, that alternately simmers and seethes, but never terminates.

The dean of students, the dean of men, and the dean of women work in a sort of collective endeavor to house, feed, nurture, and counsel the students of Cherokee College—to counsel them in all aspects of their existence, leaving little to imagination or independent judgment. This paternalistic program enjoys the sanction and encouragement of the administration; but the more thoughtful members of the faculty note its increasing tendency to attract an uncritical type of student, lacking in initiative and imagination. Such a student is not likely to have a clear

conception of what the higher learning is about, and rarely has he any clear notion of why he is in college or what he should study. Without any doubt, the personnel deans consider their counseling to be conducted in the most scientific spirit; some of the academic staff consider their efforts coddling.

Few features of Cherokee College are more striking than the absence of defined functions for the numerous administrative officers. There are no clear directives, written or verbal, defining the functions of any of these officers. The result is a state of administrative confusion. No one, student or faculty or junior administrator, knows for sure to whom to go for information, instruction, or definitive answers. Officers are not sure of their freedom; they are uncertain of the extent of their authority, and understandably hesitant to act. Directives countermand one another, attempts to exercise authority counterbalance one another, and senior administrators use their authority as a counterpoise to constrain subordinates, thus keeping the entire administrative hierarchy in a state of actionless equilibrium. Material waste is one consequence. More serious is the dissipation of psychic energy, the useless expenditure of precious time, and inevitable frustration that leads to an increase in anxiety and insecurity. Seriously concerned subordinates who attempt to attack this chaotic state of affairs are neutralized by such respectable administrative techniques as referring proposals to a committee, postponing consideration to a later date, or holding meetings with indecisive consequences.

IV

Off-hand remarks sometimes reveal more than formal statements of value. In an unguarded moment, the president of Cherokee once remarked that the college had a good administration and the faculty was unimportant. Faculty members are easy to get, he affirmed confidently. The president, with the assistance of Vice-President "X," picks the faculty. Occasionally the academic dean is called in for consultation, but there is little evidence that his judgments carry any weight. The faculty is, of course, not seriously consulted in the selection of new staff members, although an occasional gesture is made in this direction.

Some forty full-time and some twenty part-time faculty members carry out the instructional responsibilities at Cherokee. A teaching load of sixteen hours is considered normal, with no allowance for heavy committee work or other college responsibilities. A few instructors have regularly taught more than twenty semester hours a term, and one instructor actually "taught" some forty hours in one term! Attempts to reduce the teaching load are skillfully parried by upper echelon authorities *via* the usual procrastination devices. Cherokee has four men and

three women as full-time teachers in physical education, but is unable to maintain a full-time professor (or instructor) in sociology. Class sizes range from some sixty students in freshman social science to perhaps one or two in advanced Greek. However, publicity emphasizes the claim that Cherokee is a small college with small classes, where everybody gets individual attention. The salary scale ranges from \$5800.00 for the highly talented football coach (\$3800.00 for his principal assistant) to \$3400.00 for a Harvard M.A. in social science.

There are no objective standards for the distribution of financial rewards within the college, nor are the published statements relative to promotions followed with any degree of diligence. Jungle conditions prevail in the relations between administration and faculty, for rank and salary are what one can get, and what one can get depends upon such variables and unpredictables as fate, accident, the professional market, and, some say, the president's digestion. Most of the staff is made up of kind, serious, and anxiety-ridden teachers, who serve Cherokee loyally in spite of continual provocation to rebellion. There is a small core of loyalists who stay with the college year after year, regardless of how unhappy internal conditions become. Paradoxically, this group does not necessarily comprise the prestige-privileged members of the faculty, nor does it necessarily comprise the highest-ranking and highest-paid. Length of service is no guarantee of tenure or preferential treatment. In fact, some long service people are constantly overloaded and undercompensated. There appears to be no analyzable logic to the process by which one attains prestige status—some get it by accident, others by obsequiousness. Staff turnover at Cherokee is heavy. In one year, as many as eighteen new faculty members came to the college, including the academic dean, the dean of men, and the dean of women. Freshman social science appears to show the most frequent staff changes. Overload is the principal reason for such turnover. A one man department in economics shows four new staff members in four years. The lone psychologist is replaced about every two years.

The faculty at Cherokee College is an anxious one. It is quiescent, obsequious, diligent, conscientious, underpaid, overworked, and persevering. One professor, of some distinction in his field, has devoted forty years of his life to the college; but only a handful of the staff could wear ten-year pins. Few aspire to serious scholarship; virtually no one publishes. Politically, the staff is Republican; economically, it is convinced that free enterprise is the only sound principle upon which to base the nation's economic system. Outside of a small group, principally the social scientists, few seem seriously occupied with the issues of the day. Nevertheless, a few excellent scholars inhabit Cherokee. In Greek and in history are men who could hold good positions elsewhere, but

prefer to stand by the college. There are able men in biology, philosophy, music, and world literature. Their loyalty is generally explained by undergraduate association with Cherokee, or family homes in close proximity, or denominational affiliation.

Only during the last three years have professors enjoyed the security of a yearly contract. Previously, there was no assurance of continued employment, even for a year. Contracts are now issued in the spring; previously the procedure was for the president to inform staff members during the summer whether or not their services would be needed during the coming academic year. A small chapter of the American Association of University Professors appears to be responsible for the introduction of written contracts into this phase of the business life of the college. The president is noticeably apprehensive about the Association, and since its leadership is in the hands of a few bright and well-educated young scholars, his apprehension is perhaps well-grounded. No other serious threat to family dominance has presented itself during this century, with the exception of the impersonal great depression.

V

The student body at Cherokee College is small—approximately eight hundred. It is equally divided between boys and girls at the beginning of each school year, but an imbalance rapidly appears, for a higher percentage of boys than girls drop out as the academic year progresses. This drop-out is predictable, as the office of admissions is required (for reasons of public relations, financial sagacity, and student morale) to admit as many boys as girls, even though the former frequently lack the educational background and intellectual ability to do college work that the girls generally possess. In anticipation of the drop-out, the College admits approximately ten per cent more boys than can be adequately housed or instructed. This situation not only places an additional burden upon the instructional staff; it also greatly increases the work of the admissions office, the dean's office, the treasurer's office and the personnel office, besides bringing anxious (or irate) parents to the campus to plead (or demand) special privilege and consideration. The dissipation of time and energy expended on counseling, salvaging, and ultimately separating this body of students from the college is both enormous and avoidable.

Intellectually, the student body shapes up into a reasonably balanced normal curve—skewed, perhaps, a bit toward the bottom. The girls are distinctly more able than the boys; more of them come with good high school records and high I Q's than do the boys. The elimination ratio of boys to girls is about five to one. Approximately one third of the student body is enrolled in the Department of Education, although the college

deliberately advertises itself as a "Liberal Arts College." Home economics is popular; political science, on the other hand, rarely has over five or six declared majors. Political science, economics, and philosophy are not required for graduation. Each student must complete two courses in Bible. Political-mindedness is not a characteristic of the student body, nor is the faculty inclined to change this situation. That the student body should choose to hold a mock Republican convention in 1956 indicates the drift of sentiment. The orientation of the student body is overwhelmingly conservative, Republican, *laissez-faire*, and Protestant. *Laissez-faire* is uncritically equated with American business enterprise. Social activities consume quantities of time. Student government, abetted by the paternalistic philosophy of Cherokee, also fosters busy-ness, and a preoccupation with affairs distinctly outside of student competence; *e.g.*, academic and administrative problems. Apparently, top echelon administrative sanction for this frenetic activity and irrelevance is explained by the formula—vigorous activity, little study; little study, little inclination to serious questioning of the status quo; hence, intellectual quiescence and the assured support of the College by business and alumni.

VI

Cherokee College is church-related. The administrative staff belongs to the college church; many other staff members do also. However, there is no pressure on the faculty to belong to the college church, only the insistence that they participate in the activities of some evangelical Protestant denomination. The village has four Protestant churches, and no Roman Catholic church or mission. Very few Roman Catholics come to Cherokee. The presence of those that do come can be explained by geographical proximity, an amorous attachment, or the desire to gather academic credits in an environment that is not too strenuous.

Compulsory chapel is held three times a week, but contrary to the label, the programs may take any form—a religious lesson, an innocuous political address, eulogies of the football squad, or student government sessions. Each chapel is opened with a prayer and a hymn from the authorized hymnal. Staff members are expected to be seen in chapel frequently. Some students and a few staff members object to the indiscriminate mixing of religion, athletics, current events, and social announcements in chapel, and the chairman of Fine Arts desires particularly to enhance the aesthetic quality of chapel. However, the president, who maintains absolute control over chapel programming, and who presides whenever possible, resists any and all attempts at innovation. Aesthetically, chapel leaves much to be desired. Religiously, discussions center around the idea of salvation, redemption, and the "good news." In-

tellectually, discussions are uneven, varying from the trite to the profound; politically, they are orthodox, conventional, and stereotyped.

Religion in all its manifestations at Cherokee is formalistic, ceremonial, ritualistic, verbalistic, and innocuous. There is little serious attempt to ascertain what the Judaeo-Christian ethic means in daily life; what implications such an ethic has for the political or economic life of the nation; or what its meaning may be for daily human relations. Personal contacts between the administration and the staff are generally friendly, without being cordial. Even though alcohol and tobacco are proscribed, many people associated with Cherokee smoke surreptitiously on the campus, openly off the campus; some, including top administrative brass, take an occasional drink. To a serious critic, the atmosphere that seems to permeate the college runs along these lines: join the church (or a church), follow the forms, attend the ceremonies, publicly subscribe to the village *mores*; privately, do whatever you wish so long as you do it with discretion. Fighting on the side of truth and the angels is the minister of the college church. Able, intellectual, informed, sensitive, dedicated, enlightened—he preaches, Sunday after Sunday, unemotional and challenging sermons. But on occasion even he bows to community pressure, delivering a sermon in a more conventional vein. Reared on a soft and sentimental theology, many students neither understand him nor approve of him; one executive in the college—a pillar of the church—has actively sought the parson's resignation for failure to preach the gospel of salvation more vigorously.

The church with which Cherokee is affiliated contributes approximately \$35,000.00 to an annual \$800,000.00 budget. Such support seems skimpy to some staff members, hardly justifying denominational affiliation. An occasional dissenter will sometimes note that the better private institutions of the United States have broken or loosened their ties with denominational bodies. There is no evidence, however, that the dominant figures in the administrative hierarchy or the board of trustees, a predominant number of whom are clergymen of the denomination or prominent lay members, will likely entertain this heresy. Formally, the college provides an undergraduate training ground for young men who wish to attend the denominational seminary. Giving expression to a latent hostility and discontent, a few faculty members quietly and heretically counsel the better pre-theological students to attend divinity school at Harvard, Yale, Princeton, Chicago, or Oberlin.

VII

Scholarship and learning at Cherokee must necessarily take a subordinate place in the life of the institution, for preoccupation with power,

status, and security dissipates both time and energy. A continuous power struggle goes on. New staff members rapidly become involved, both psychologically and actively. They come imbued with enthusiasm for the virtues of a small college. Their attempts actively to enter into the life of the institution are rebuffed with an intensity equal to their initial enthusiasm. Enthusiasm gives way to a determination not to kowtow, and this, finally, to pessimism, resignation and the recruitment of new staff members, some of whom repeat the same cycle.

Democracy receives considerable lip service in the college, but actually it is fictitious. The administration is generous in trivial matters; *e.g.*, in permitting the staff to decide when to take a holiday in honor of the victorious varsity, or in giving crisp new five dollar bills to faculty children at Christmas. Rigid administrative control is maintained over faculty meetings. No one other than the president or Vice-President "X" presides, agenda are carefully restricted and are generally prepared without faculty advice. One technique used to control the staff, while at the same time creating the illusion of democracy and freedom, is reliance upon General Robert's *Rules of Order* at all types of meetings. Motions, amending motions, tabling motions, points of order, et cetera, fly so fast that serious items of business are lost, purposes are obscured, and legalism becomes an end in itself. A quiet attempt to achieve a meeting of minds is impossible. Both communist and noncommunist authoritarians have learned that mastery of parliamentary procedure is a tool well constituted to stifle democracy.

Psychologically, Cherokee is sick. The most noticeable consequences stemming from the present ethos and social structure of the College are frustration, emotional insecurity, anxiety, latent and manifest hostility, disguised and undisguised aggression, in conjunction with both self-effacing and self-depreciating tendencies on the part of many. Fear inhibits attention to scholarship; desire to maintain status obstructs concern with genuine academic endeavor; jealousy over trivial prerogative consumes energies that appropriately belong to the intellectual life of a healthy college. The lowering of morale both collectively and individually, that invariably results from internal discord, can have nothing but deleterious consequences for the study-teaching and research-writing functions of the staff. The habitual thwarting of normal aspirations and expectations of both teaching faculty and junior administrators is responsible for the extreme and continuing tension.

The cure for small college ineptness is not necessarily more money although this happy possibility has virtue not to be despised. The fundamental cure can be found only in a complete reorientation of the emotional-attitudinal life of the institution. Intellectual leadership based upon a quiet and continuing respect for scholarship must supplant leader-

ship consumed with a public relations focus. The presumption that a beautiful campus is a substitute for scholarship, or that it guarantees an institution of higher learning, must be put to rest permanently. Administration by procrastination, deception, intimidation, and manipulation must be supplanted by administration that consistently gives encouragement and emotional security to scholars. Only a revolution in interpersonal relations, with sincerity and integrity at the core, will release the potential inherent in the scholars at Cherokee.

In many respects this College is probably not unlike scores of other colleges across the United States. It is this probability of typicalness that is especially disturbing, for it is a measure of the extent to which authoritarianism, anti-intellectualism, formalism, and irrelevance have captured American higher education. The college that has gone astray can return to its historic mission—the discovery and dissemination of Truth—only under the rigorous leadership of an administration and a staff habitually guided by a vision of freedom, scholarship, and intellectual greatness.

[As to why our society has fallen behind in the progress of science and technology], . . . we can discern certain trends that, since the World War, have appeared in American life, and must be taken into account.

We must put first, I think, the enormous prosperity in which, as the politicians have put it to the voters, the private standard of life is paramount as against the public standard of life. By the public standard of life I mean such necessities as defense, education, science, technology, the arts. Our people have been led to believe in the enormous fallacy that the highest purpose of the American social order is to multiply the enjoyment of consumer goods. As a result, our public institutions, particularly those having to do with education and research, have been, as compared with the growth of our population, scandalously starved.

We must put second, I think, a general popular disrespect for, and even suspicion of, brains and originality of thought. In other countries, in Germany and in most of Europe, and in Russia, it is an honor, universally recognized, to be a professor. Here it is something to put a man on the defensive, requiring him to show that he is not a highbrow and that he is not subversive.

What McCarthyism did to the inner confidence of American scientists and thinkers has constituted one of the great national tragedies of the postwar era. It is impossible to measure the damage. But the damage that was done was very great. It was done in the kind of thinking where the difference between creation and routine lies, in the special courage to follow the truth wherever it leads.

Walter Lippmann, *New York Herald Tribune*, by permission.

Minutes

By WILLIAM R. MUELLER

The Woman's College of the University of North Carolina

A meeting of the Recreation and Social Committee of the Department of English of the Southeastern State College for Women was called to order at 4:00 P.M. on Monday, September 30, 1957, by Miss Puckett. Present were Mr. Helriegel, Miss Jefferson (Recording Secretary), Miss Lee, Mr. Mulholland, Miss Pflugel, and Miss Puckett (Chairman); absent was Miss Stamper.

Miss Puckett opened the meeting by noting that our Committee is the largest one in the Department of English, that its function is considered to be equally as important as that of any other departmental committee, and that she hoped each one of our members would face our immediate problem, the planning of a party for departmental majors, with the sobriety and seriousness which it deserved. The main purpose of the semi-annual English Party for Departmental Majors, Miss Puckett continued, was to bring the English faculty and its students to a feeling of togetherness, to make for a tie that would remain in the hearts of all our young scholars as they went out onto the highway of life.

Miss Puckett suggested that it might be well for her to remind the Committee of something of the history of the English Party so that each one of us, through refreshing our knowledge of the past, might render more efficient service to the present and future. She informed the Committee that she had carefully gone through the departmental files and had discovered that the Recreation and Social Committee had first been formed in 1922, the first English party given in 1933. For almost twenty years the occasion had consisted of a picnic supper given on the banks of our college pond, Lady Lake; this practice had been discontinued in 1951. Miss Pflugel stated that the picnics had indeed been *abruptly* discontinued and that the reasons for the discontinuance should perhaps be mentioned. Miss Puckett said it was her impression that the reasons were rather generally known; that she, Miss Pflugel, and Miss Jefferson had been on the faculty at the time; that Miss Lee had been a student at the college at the time; and that the gentlemen might be embarrassed by a recital of the unhappy details of the last picnic, held on May 18, 1951. Mr. Mulholland moved that Miss Pflugel inform the gentlemen of the

unhappy details; Mr. Helriegel aggressively nodded; Miss Lee blushed. Miss Pflugel asserted rather nostalgically that there had been a time in the history of the College when only the finest ladies from the best homes in the South gained admission and a time when the faculty itself consisted exclusively of ladies. Had this happy precedent remained in effect, there would still be departmental picnics. But the perfectly scandalous occurrence of May 18, 1951, had changed all that. Early in the course of that picnic she had remarked somewhat apprehensively to Mr. Stuart, Head of the Department, that Miss Grant, a forward student from Hoboken, New Jersey, had been roasting wieners not only for herself but also for Mr. Sherman, a heady young instructor from Upstate New York, and that Mr. Sherman in turn had roasted Miss Grant's marshmallows. Unfortunately, Mr. Stuart had not seen the need for immediate action, and Mr. Sherman and Miss Grant had been found later in the evening in a proximity that was thought decidedly unbecoming to an instructor and his student. Mr. Mulholland rudely interrupted by saying that he had been led to believe that the very purpose of the English Party was to bring the English faculty and its students to a feeling of togetherness. Mr. Helriegel laughed uproariously; Miss Lee almost became hysterical; Miss Puckett and Miss Pflugel looked on in stony silence.

At the conclusion of the rude outburst, Miss Puckett went on to say that, since the autumn of 1952, it had been customary to have either an afternoon tea for the students or an after-dinner dessert party. She stated that the first order of business was to determine which of these two kinds of entertainment should be given this autumn. Mr. Mulholland moved that an after-dinner dessert party be given; Miss Lee seconded the motion. Mr. Mulholland, on being requested to speak for his motion, observed that most of the gymnasium classes and equestrian classes were held in the afternoons and that there was not a sufficient passage of time allowed between the gym and the horses on the one hand and the tea on the other. Miss Pflugel remarked somewhat testily that, as things stood at the college now, she felt compelled to favor daylight get-togethers over evening parties, that the most recent evening party had lasted until after ten o'clock, and that Mr. Stuart had felt it incumbent upon him to chaperon some of our students back to their residence halls. Miss Jefferson called for the question, and the motion was defeated four to two, Mr. Helriegel and Mr. Mulholland voting for the motion, and Miss Jefferson, Miss Lee, Miss Pflugel, and Miss Puckett voting against it. Miss Pflugel moved that we entertain at an afternoon tea; the motion was carried four to two.

Miss Puckett affirmed that there were three important matters remaining for consideration: (1) the choice of refreshments; (2) the choice of a room in which to hold the tea; (3) the choice of a person to

welcome the students at the door and pin on their name cards.

Miss Puckett mentioned that there had always been a real question as to whether tarts or cake squares were most appreciated by the students. She asked Miss Lee if she had any knowledge of student sentiment on this matter. Miss Lee replied that, in her senior year, 1951-1952, tarts had been served in the autumn and cake squares in the spring, that she had found them both perfectly delicious, and that it was her opinion, not based on any true statistical study, that sentiment among the student body was probably about equally divided between tarts and squares. Miss Pflugel asserted that it was her view, based on considerable experience if not on statistics, that all girls liked tarts. Mr. Mulholland remarked that certainly more men preferred tarts than ladies. Mr. Helriegel guffawed and muttered something about one type of ambiguity. Miss Pflugel and Miss Puckett greeted this cryptic exchange with the contempt it deserved. Miss Pflugel moved that we serve cherry tarts; Miss Lee seconded the motion. The motion was carried unanimously, with Mr. Helriegel and Mr. Mulholland abstaining.

Miss Puckett next informed the Committee that there were two rooms available for the tea: the reception room in Alumnae House and the English Seminar Room in the Library. She pointed out that the reception room was more elegant, more formal, and more spacious, but that the English Seminar Room, though a bit small, made for an atmosphere of greater congeniality. She said she favored the Seminar Room and that, though some might feel an occasional rubbing of shoulders with a student to be a bit familiar and undignified, she felt that this merely increased the feeling of togetherness. Mr. Mulholland remarked that he knew of a conveniently located phone booth which might be used; Mr. Helriegel reacted in his customary manner. Miss Pflugel averred her long-standing conviction that familiarity bred contempt and that the Seminar Room, though it might well have been appropriate in the 20's, 30's, and 40's, was certainly not so in this modern day and age at the Southeastern State College for Women. Miss Puckett glared at Miss Pflugel; Miss Lee grew a little pale. Miss Jefferson moved that the matter of location be further considered and re-introduced at a later meeting of the Committee; Miss Lee seconded the motion. The motion was passed unanimously, with Mr. Helriegel, Miss Lee, Mr. Mulholland, Miss Pflugel, and Miss Puckett abstaining.

After some moments of silence, Miss Puckett resumed her chairing, bringing to the attention of the Committee the fact that, since some of our students do not know the names of all the other students, it has been customary to prepare name cards which are pinned on the sweaters or dresses of the girls as they arrive at the tea. Stating that the person who performs the pinning operation is also the official greeter of the students,

Miss Puckett called for nominations for this important office. Miss Pflugel, with a glance at Mr. Mulholland, quickly nominated Miss Lee; Miss Lee seconded the motion. Mr. Mulholland nominated Mr. Helriegel; Miss Lee seconded the motion. Miss Puckett reminded the Committee that this honor had customarily been given to Mr. Stuart and that she felt it proper for the Head of the Department to greet and pin the girls. Mr. Mulholland, asserting that Mr. Stuart had indeed carried out his responsibilities well, only once having drawn blood in the three years since Mr. Mulholland had joined our staff, requested that his nomination of Mr. Helriegel be withdrawn; Miss Lee assented to withdraw her second. Miss Pflugel, agreeing that Mr. Stuart might feel hurt if not assigned to his traditional task, withdrew her nomination of Miss Lee; Miss Lee assented to withdraw her second. Mr. Stuart was unanimously elected, Mr. Helriegel abstaining.

Miss Puckett announced a second meeting of the Committee at 4:00 P.M. on Monday, October 7, 1957. The meeting was adjourned at 5:22 P.M.

Respectfully submitted,

MAEBELLE JEFFERSON, *Recording Secretary*

. . . . General education such as we have already described takes place when a person who embodies the qualities that we are concerned with trying to transmit addresses himself to students. Such individuals are, unhappily, rare in the academic world, and where they exist at all, we are apt to find them, not wallowing in some interdisciplinary quagmire, but pursuing with passion and intelligence what is often a quite limited problem in a narrow field of specialization. They are, to be sure, trying to bring to bear on a subject with which they are preoccupied all that they have experienced of the world in time, all that they have thought and felt and learned. They may teach a course on Proust, or on an obscure seventeenth-century metaphysical poet, or on the Italian *Risorgimento*. They may cover one life or one year, the structure of the atom, or the age of the universe. Their minds, however, are like prisms which, catching all light, draw it to a focus in one narrow subject. This is general education. And one is tempted to say that it is the only general education.

Page Smith, University of California, Los Angeles, in *The Journal of Higher Education*, Vol. 28 (October, 1957), p. 399.

Academic Administration: Its Place in the Sun

By JAMES CAVANAUGH
Michigan State University

Dr. Logan Wilson, president of the University of Texas, in an address delivered several years ago, described academic administration in these terms:

Administration, after all, is merely ancillary to the main activity of education, and its undue proliferation is rightly regarded with suspicion. Any administrator worth his salt recognizes that teaching and research are the central enterprises, and that what he does is at best an aid and at worst a hindrance.¹

This concept, applied to individual areas of difficulty, proves fruitful in supplying solutions which will at the same time satisfy practical necessities and preserve academic ascendancy. Such solutions are believed to be incorporated in the ten propositions which follow:

1. That academic administration is *not* designed to combine the ivory tower² and the asphalt jungle.³ For an administrator to attempt to do so is a sort of treason, for it distorts the whole goal toward which the institution and its individual members strive: the preservation and advancement of knowledge. For this reason, it is safest and best to have administrators come either from academic ranks or from sources sympathetic to academic endeavors. A suspicion lurks in the minds of all academicians about administrators who have come from commercial success, because they fear, and often rightly, that goals of half a lifetime cannot easily be supplanted by new ones. Such administrators, often called in to preserve and advance the frugal fare the institution lives on,

¹ "Academic Administration: Its Abuses and Uses," *Bulletin*, American Association of University Professors, Vol. 41, No. 4, Winter, 1955.

² I beg leave to use this phrase, because it expresses exactly what an institution of higher learning *wants*. A university is most emphatically a retreat from the commercial world in order to foster the intellectual life. It is a retreat not from the real, but only from the mundane. Here it is that civilization is preserved.

³ I beg leave also to use this phrase, because it expresses exactly what an institution of higher learning *fears*. A university is most emphatically *not* a commercial enterprise and, for better or worse, it looks upon such activity with scarlet-colored glasses.

end by trying to transform the institution's goal. Only thus, as they see it, can an institution be a "success." A university, however, is not looking for such "success," but for life.

2. That academic administration is *not* designed to further the goals of any particular ivory tower. This touches upon a touchy subject: the budget. It would seem somewhat presumptuous for an administration to decide how much each department shall receive, and, indeed, whether it shall exist at all. Rather this should be primarily the responsibility of the academic community. To distribute its own wealth is certainly its prerogative. The administration should act as referee, with residual power to break a deadlock.

3. That academic administration is *not* designed to prevent the realization of any goal of any ivory tower. This bears primarily upon the autonomy of departments, not only in outlining their programs, but in realizing these programs. If an individual college or department in a university can obtain outside assistance for a particular academic project, it should be able to solicit this assistance and to use it unencumbered by stipulations from the university. As one famous university would have it, each tub sits on its own bottom.

4. That academic administration is *not* designed to define the goal of any particular ivory tower. Academic programs are surely the primary concern of the scholars involved. Is it not a strange anomaly for an administrator to define the academic ends any individual or department is to pursue? Is it not also strange for an administration to prescribe the program of instruction, the type and kind of course and the method of instruction, except in so far as these are inaugurated by the faculty, approved by them, or the authority delegated by them? Scholarly pursuits are often as individually and personally oriented as artistic efforts, and can hardly, in the nature of things, be the subject of administrative mandates. Even general goals of departments must vary with the men in these departments and the resources at hand, and, again, the men involved are the best judges of what they can do as a collective whole. And while the program of instruction may at first appear to be a matter of administration, it is the scholars who can best decide what shall and can be offered in terms of courses, for it is they who have the knowledge of the subject matter and the responsibility for presenting it. While it is probably true that this procedure would result in lack of uniformity, is not uniformity absent anyway? A course in American history is not the same in every college, or the same from year to year, regardless of the name being the same. And certainly an A.B. from College A is regarded with more respect than an A.B. from College B. Furthermore, is this so undesirable? How can one effectively standardize so elusive a process as education on the university level? Pedagogy practically dis-

appears at this point, for the value received rests almost exclusively on aptitude, talent, and interest. Nor need the college instructor concern himself with the flaccid or vapid student; his duty is the imparting of knowledge and the fostering of intellectual skill. At this educational level student interest *must be assumed*.

5. That academic administration is *not* designed to judge the quality of academic personnel. Since a university is a community of scholars, entrance into it and promotion within it should be a responsibility assumed and a power exercised by the community. What is asked for here is a judgment by peers, mostly because of the impossibility of a judgment by anyone else. No one is competent to judge a scholar's academic accomplishments except scholars in his own field; with them he can be most sure of a fair appraisal on his academic merits. Academic employment, then, should be a function of the faculty.¹

6. That academic administration is designed to preserve and advance the material wealth of the university. In the large, complex, and propertied university of the present day, stewards, as in Biblical times must deal with the finances. They must take charge of the mundane affairs of an intellectual community. And because the demands of such a community almost always exceed the supply, the administration must constantly scan the economic horizons for evidence of a landfall. Because of the many contending interests in an academic community, almost all worthy of support, and because of the fierce partisanship a true scholar feels for his own project, the steward must also be an arbiter; and if the academic community is wise, it will empower him to be the watchdog of its own improvidence.

7. That academic administration is designed to further the goals of the university as a whole. While it should be within the province of the faculty acting with the administration to define the over-all purposes and aims of their scholarly community, it must of necessity be left to the administration to pursue these aims. The community is for the most part rather sharply divided into many smaller groups, with intense and esoteric interests, and it is something of a feat of magic to get at all from them a statement of general purpose. Indeed, for all practical purposes, they will hold no more power than a veto over administration proposals. Their common ground, after all, perhaps, may not be knowledge or interest or purpose, but intellectuality. And in such a case, the larger the educational unit, the larger will be the administration's voice.

8. That academic administration is designed to solicit, survey, and select students; to promote their welfare, govern their activities, and

¹" . . . the 'management' concept is certainly inappropriate in the college and university world. Academicians are not simply hired hands any more than administrative officers are . . ." L. Wilson, *op. cit.*, 689.

determine their academic standing. So much of the handling of students outside the classroom is a matter of management that it should be entirely an administrative responsibility, as it almost universally is. The whole mass of paper work connected with applications and admissions is no concern of the scholar, and seldom does he wish to make it his concern. It is unavoidably routine. So also with the housing, feeding, and disciplining of the students. These are, in the modern university, a gargantuan task, and yet, as an integral part of the university's operation, they must be handled by responsible persons—the administration. In some aspects, the administration even acts as the liaison between faculty and students, establishing standard policies to avoid arbitrary pronouncements and specifying general academic requirements; in short, making *order*, if not for the faculty, at least for the students.

9. That academic administration *is* designed to conduct the public relations of the university. Because the university is not a cloister, apart from the community and the society in which it exists (indeed, it is vitally interested in that society), it must carry on a relationship with that society which will at once leave a maximum freedom for the university and bestow upon the society the fruits of the scholars' endeavors. This relationship must not be a casual thing, staggering along from encounter to encounter, but must be a carefully developed and assiduously pursued program, designed to persuade the public of the scholar's value and to disperse the light his thoughtful life generates. The coordination of such efforts must come from administrators, who are both more aware of public needs and attitudes and better prepared to design ways of meeting them.

10. That organization of a university should be strictly hierarchical in the sense that duties and responsibilities should be clearly defined; and strictly circular in the sense that duties and responsibilities should be distributed. Dr. Logan Wilson, in the address earlier cited, is rightly concerned with the type of organization a university should espouse.¹ But it does not seem at all necessary to adopt one or the other of the commonly juxtaposed "systems" (horizontal vs. vertical, circular vs. hierarchical, etc.). It would seem that in almost every case efficiency and *esprit de corps* both could be achieved by a system of distributing specific responsibilities. There is no need for everyone to have a voice in every decision. In fact, there is every reason for having as few voices as possible in any particular decision, except general policy. But there *is* a need for everyone to have a voice in *some* decision. Thus final responsibility should not rest with the same group for every administrative act, but should pass from one group to another, depending upon the distribu-

¹ *Ibid.*, 689.

tion of duties. In such a system, every member of the faculty would find himself, either as an individual or as a member of a small group, the final authority in some area of the university's activity. Efficiency is achieved, because responsibility is specific and final; and *esprit de corps* is achieved because each member of the faculty shares in the responsibility. There is no reason why the chief administrator should not be solely and finally responsible for implementing general policy, handling the student body, preserving and promoting the economic welfare of the college, and recruiting academic personnel. But there is also no reason why, for example, the full professors should not be solely and finally responsible for appointing and promoting academic personnel, and for outlining the curriculum; nor why the instructors should not be solely and finally responsible for, say, class and examination schedules.

However, if academicians, in accordance with Mr. Hutchins' observation,¹ abandon all such responsibilities, they should not be too surprised to find their deans and presidents not presiding, but governing.

¹ L. Wilson, *op. cit.*, p. 684.

After Sending Freshmen to Describe a Tree

Twenty inglorious Miltons looked at a tree and saw God,
Noted its "clutching fingers groping in the sod,"
Heard "Zephyr's gentle breezes wafting through her hair,"
Saw "a solemn statue," heard "a growing woody prayer,"
Saw "dancing skirts" and "the Lord's design,"
"Green arrows to God" instead of pine,
Saw symbols in squirrels, heard musings in bees;
Not one of the Miltons saw any trees.

If you must see a tree, clean, clear, and bright;
For God's sake and mine, look *outside* your heart and write.

Robert Hogan

Ohio University

Reinstatement of Lapsed Memberships:

Report of Council Action

At its meeting on November 15 and 16, the Council adopted a resolution making it possible for former members of the Association to be reinstated to membership without the necessity of paying dues for the year in which their memberships lapsed.

Accordingly, former members owing back dues may now be reinstated to membership merely upon payment of \$7.50 dues for the calendar year 1958. Any member who was reinstated to membership in 1957 upon payment of back dues may, if he requests, have his back dues applied toward payment of 1958 dues.

Chapter officers are urged to bring this new Association policy to the attention of all former members at their institutions. In the past, the chief obstacle to reinstatement has been the requirement that back dues be paid. With this obstacle removed, it is to be hoped that many former members will rejoin the Association and maintain their memberships in good standing.

Social Science Teachers and the "Difficult Years"

By Joseph P. Lyford
New York City

Editor's Note: In September, 1954 the Fund for the Republic commissioned Paul Lazarsfeld, Professor of Sociology at Columbia University, to conduct a study of the reactions of U. S. college and university teachers to post World War II pressures on academic behavior and inquiry. The following article by Mr. Lyford is the first discussion of the report to appear. It summarizes some of Dr. Lazarsfeld's conclusions on "the impact of apprehension"; it does not attempt to treat a substantial portion of Dr. Lazarsfeld's forthcoming book (*The Academic Mind: Social Scientists in a Time of Crisis*, by Paul F. Lazarsfeld, assisted by Wagner Thielens, Jr., published by the Free Press, Glencoe, Illinois), which gives a detailed description of the structure of American academic life today.

One of the few constructive contributions of the McCarthy era (not entirely concluded) has been to provoke at least one scientific examination of what goes on in the mind of the American college professor when his intellectual standards and personal life come under sustained outside attack. After two years of study, assisted by a multitude of interviewers and an IBM battery, Dr. Paul Lazarsfeld, of Columbia University, has issued a report which concludes that our academic folk are extremely unhappy but generally unfrightened at the going-over they have received from politicians, the community at large, and public relations-minded university administrations.

The Lazarsfeld report on "teacher apprehensions" which developed during the "difficult years" of the post-World War II decade describes how loyalty investigations and various other cold war tests of patriotism have affected the morale of the college teacher and the quality of higher education in the United States. The information comes from the professors themselves. On the encouraging side, the Lazarsfeld report shows that the teachers did not, for the most part, knuckle under to the pressure to conform and be "safe." This does not mean that they hurled themselves on the spears of the enemy—as a matter of fact, many of them made and are still making concessions which have impaired their effectiveness as teachers to some extent. But they have not fled the battlefield.

In one sense, the college teacher bore up better under attack than other segments of the community, even though he was the subject of special attention from the far right. On the darker side, the report gives little comfort to those who value the intellectual independence of the college and the preservation of the spirit of free inquiry on the campus.

II

The Lazarsfeld report is no modest, tentative, one-man expedition into opinion sampling. The study, sponsored by the Fund for the Republic (cost \$165,000), is based on interviews with 2541 social science teachers in 165 accredited four-year colleges, picked at random out of a total 902. Interviewing was carried out by trained representatives of the National Opinion Research Center and Elmo Roper Associates. The sample was composed 11% of women and 4% Negroes. Two-thirds of the respondents were Protestants, 12% Catholics, 5% Jews, and 13% with no religious affiliation expressed.

The initial purpose of the study was to learn from teachers of the social sciences and some related fields their views on the extent to which academic freedom has been affected by the "difficult years" (McCarthy era) since World War II. The completed study goes far beyond this early objective. It not only gives the teachers' estimates of various restraints, anticipated or experienced, on the teaching process; it also gives important data about teachers' political and educational attitudes and their feelings concerning their own relationship to the community, their colleagues, and the college administration.

The study also gives significant data on the quality of colleges covered in the survey, the character of their faculties, and characteristics of the institutions in relation to their source of economic support and religious complexion.

Dr. Lazarsfeld has written his book with two audiences in mind: the professional teacher, and the lay reader who has some curiosity about the subject of academic freedom. In writing for his first audience, Dr. Lazarsfeld has set up an elaborate methodology to give scientific force to his conclusions. He has also included in his survey questions about teacher attitudes and behavior which, while they have only a tenuous bearing on the original purpose of the study, afford great insight into the mind of our contemporary academic man.

After completing his study, Dr. Lazarsfeld engaged Professor David Riesman, of the University of Chicago, to conduct a follow-up survey. The Riesman report, published as an appendix, concludes that, with some exceptions, the original interviewers accurately reflected the respondents'

views, and that the Lazarsfeld study is substantively and statistically sound.

One consistent thread runs through the respondents' comments to interviewers: A majority of them (63%) are aware of growing threats to free intellectual activity, and more than half (52%) feel that these pressures have caused "harmful effects" on the climate of freedom in the country. Wherever growing pressures are noted, they are almost invariably directed against liberal, left-of-center, or—as Dr. Lazarsfeld puts it—"permissive" teachers.

The report concludes that "broadly speaking, from either the long or short range point of view, American social scientists felt, in the spring of 1955, that the intellectual and political freedom of the teaching community has been noticeably curtailed or at least threatened." Teachers in the public colleges are the most conscious of increased pressures, especially from trustees, legislators, and politicians. The private school respondents seem to have more confidence in their trustees, while reporting increased legislative, alumni, and community pressures. The smallest amount of pressure was reported by Catholic institutions, both large and small, with no increased pressure upon them from politicians or legislators.

The report sets up some interesting relationships between academic freedom, the quality of the institutions, and their financial structure. Private institutions of high quality are more protective of their faculty members when they are under attack, and their trustees appear to hold back somewhat from the general impulse to question and scrutinize. It is in the large public institutions that the full force of political and community pressures is felt; they were more subject to investigations by legislative committees and to drives to force loyalty oaths upon faculty members. Their administrative heads, dependent upon legislative appropriations for their budgets, were less willing to stand up against political and community pressures, and are frequently reported as having urged troublesome faculty members to remember their manners in the interest of "public relations."

III

The study reveals nearly a thousand incidents involving academic freedom matters in the respondents' colleges. Assuming that the sample is completely representative, Dr. Lazarsfeld says that if the study had been extended to cover all of the 900 academic universities and colleges in the United States, it probably would have uncovered about 5000 incidents. The frequency of incidents is higher, in general, at secular

institutions, both public and private, than at the "traditional" or denominational institutions. This is partly, of course, because the secular institutions are, on the whole, larger than the traditional; but in each of the three size groups established by the report (large, small, and very small) where comparisons are possible, the secular institutions have a larger comparative number of incidents than nonsecular ones of similar size.

Most of the incidents arose when a faculty member or members were accused of subversive activities or sympathies, or of other types of unhealthy behavior. More than half of the accusations were aimed at political views or ideologies. A majority of the charges were outright accusations of communism and un-Americanism. Nineteen per cent of the charges dealt with nonpolitical issues, such as religion, segregation, and economic philosophy. (Controversies are still raging on some U. S. campuses as to whether Norman Thomas should be allowed to address the student body.)

More than half of the accusers who made Communism an issue never bothered to specify the nature of the Communist associations or belief: in many cases Communism was actually the complete charge made. There seems to be little agreement among the respondents as to what this meant. People were accused because they signed petitions or refused to sign them, because they supported the United Nations, discussed Russian military strength, criticized local business interests, or opposed racism. The study outlines a familiar pattern: Where other attacks against a teacher failed, they were often supplemented by charges of Communism.

The vagueness of the charge of Communism, and the failure of most persons to understand what was involved, did not seem to prevent the charge from being taken quite seriously. The study reveals that 64% of the cases where Communist Party membership was alleged or where an accused faculty member refused to cooperate with a congressional committee resulted in dismissal or forced resignation. Of those teachers who were not even charged with direct Communist ties, but were attacked as being sympathetic or in some way cooperative, 28% were dismissed or forced to resign.

In contrast, the conservative minority seemed to have had a relatively easy time of it during the difficult years. Of the respondents who, according to Dr. Lazarsfeld's classification, are "clearly conservative," 8% felt their own academic freedom threatened and 7% felt under pressure to conform. Dr. Lazarsfeld concludes, "Whatever their experiences in earlier periods, conservative teachers in colleges have rarely found themselves in trouble in recent years," and adds that "a strong stand in favor

of academic freedom usually goes with a politically nonconservative position."

The report singles out two different dimensions of apprehension: "worry" and "caution." A series of carefully screened questions, based on specific experiences which could happen to a professor, was put to respondents to develop an "apprehension index." The results show that 40% of the respondents worried about the possibility that a student might inadvertently report a warped version of what was said in class, thereby leading to false ideas about the teacher's political views; 37% wondered whether their political background and biases might affect their chances in the event of transfer to another college; 37% wondered whether their politics might cause community gossip; 16% wondered about the effects of political opinions on job security and promotion and on reputation with alumni; and only 17% had thought about the possibility that the administration of the college keeps a political dossier on faculty members.

If teachers were worried, had they actually done anything to protect themselves? Additional questions brought out the following statistics: Twenty-seven per cent made special efforts to indicate that they have no extreme leftist or rightist leanings; 22% have refrained from expressing opinions or participating in some activity so as not to embarrass trustees or the college administration; 18% are careful not to bring up certain political topics with colleagues; 12% find they are careful about recommending controversial reference materials to students; and 9% have toned down their writings because of fear of controversy.

From the answers to these and other questions, Dr. Lazarsfeld concludes that "about half of the social scientists in American colleges are apprehensive about what the events of the difficult years might do to themselves, to their profession, or both."

The fact that a teacher is apprehensive does not mean that he is willing to take cover. The study reveals that just the opposite is true: that the tendency to protest is more pronounced, the more apprehensive the teacher. For instance, 40% of the respondents would protest vigorously if the president of the institution should forbid an invitation to a controversial professor to address a public meeting; and 55% would object if a ban were placed on debating Red China's admittance to the United Nations.

Interviewers also show that, with some qualifications, the more apprehensive the teacher, the more likely he is to read *The Nation*, *New Republic*, and *Reporter*, which in some communities might be considered a gesture of defiance. These facts lead Dr. Lazarsfeld to believe that, while there is "widespread apprehension among the social science teachers . . . in general it is not of a paralyzing nature."

The more apprehensive professors also consider themselves more outspoken than their colleagues. Nevertheless, they are inclined to be more cautious about expressing controversial views off campus than on it. Much of a professor's willingness to speak out depends on the activities and attitudes of his colleagues. As the study puts it, "the courage which prevails among many of those professors . . . needs the support of the teacher's close associates."

IV

Perhaps the most interesting distinction Dr. Lazarsfeld makes in classifying his respondents is their division into "permissive" and "conservative" groups. He uses the word "permissive" to denote teachers "who are tolerant to deviant thought." A teacher was classified as "highly permissive" if he answered yes to both of the following questions, and "clearly permissive" if he answered yes to one:

(a) Should students be allowed to join a Young Communist League? (38% said yes.)

(b) Should an admitted Communist teacher be retained? (45% said yes.)

Tabular breakdown of these responses indicates 22% were "highly permissive," 21% "quite permissive," 29% "permissive," 14% "somewhat conservative" and 14% "clearly conservative."

The educational philosophy of all respondents was clarified further by asking them whether they felt "professionally obliged to instill their students with an enthusiasm for a better society." About three-fourths of the respondents answered that they did. Answers to other questions revealed that it is the highly permissive teachers who feel considerations of social reform an urgent teaching necessity, while the conservatives relegate it to secondary or no importance. About two-thirds of the teachers feel that they should seek out opportunities to discuss controversial matters. Another 27% would not avoid such discussion if it were initiated by student curiosity.

Subsequent questions bring out some interesting viewpoints about teaching responsibilities: Forty-four per cent of the respondents say that in discussions involving the questioning of traditional values, they should discuss "all subjects impartially without revealing their own views"; 38% would "argue in a measured way for their own point of view after proper discussion"; almost all the rest answered that they found it "hard to decide what they would do."

The more permissive a teacher, the more he would be inclined to discuss controversial questions and to argue his own point of view. "There is a clear tendency toward avoiding a free discussion of contro-

versial issues as we move from very permissive to very conservative teachers," the report summarizes. Some of the defensiveness felt by many of the respondents comes through in Dr. Lazarsfeld's own report, as he concludes that "there can be little doubt that the large majority of social science professoriate is permissive, and . . . considerably more permissive than the population at large."

Dr. Lazarsfeld has established "quality ratings" for institutions involving such factors as size, endowment, undergraduate library and book ratio, annual budget per student, tuition fees, proportion of doctorates, and the number of graduates who receive scholarships and other post-baccalaureate honors. By these criteria, institutions rank downward from the small privately endowed through the larger private, the larger public, to the very large public. A majority of Protestant and Catholic institutions are in the lower ratings, and teachers colleges are at the very bottom. Institutions are also classified as to teacher-productivity, this term including publications, teaching ability, and recognition by one's peers. The "high productivity" teachers tend to be "clearly permissive" or "permissive."

Apprehension among teachers is positively correlated with institutional quality, 77% of the respondents in the large institutions of highest quality being classified as "apprehensive." The largest average number of "incidents" occurred in the very large public institutions of high quality. These are followed by the large private institutions of high quality. The report summarizes the problem by saying that "what was really under attack was the quality of American college education."

The respondents express themselves on how administrations of the colleges have acted on matters of academic freedom. In the whole sample, 59% answered that the administrations of their institutions had taken a clear stand in such matters, and 29% said no. In institutions of high quality, 66% of the respondents cite protective action by their administrations. Asked whether, when they were accused of leftist leanings, they thought that the administration would support them, 62% of all respondents answered that the administration would support them wholeheartedly; 20% said with reservations; 7% said hardly at all; and 11% were unable to say what the administration would do. The respondents who expected wholehearted administrative support in case of accusations of leftist leanings occurred more frequently in the secular institutions of highest quality.

V

The most interesting and significant portions of the report are the

last two chapters, entitled *The Impact of Apprehension*, which give special attention to the highly apprehensive professor. While these respondents cannot, as a group, be described as "paralyzed with fear," their caution in certain professional matters suggests that the difficult years "did place a noticeable damper" on the conduct of a significant minority of teachers.

The respondents were asked: (a) whether their social science colleagues have become more careful about using class materials that might prove conspicuously controversial; (b) whether their colleagues more often avoid subjects which might have political repercussions; and (c) whether colleagues are less willing to express unpopular views in the classroom. In reply, somewhat more than half the respondents note little, if any, change. The number who have no impressions on these matters is almost as great as those who notice the difference in their colleagues' behavior. Such change as is noted, however, is practically all in the direction of retreat. Responses to all three questions disclose that close to 20% report more avoidance or care, while a very small fraction find less. The respondents also indicate that they are less willing to express unpopular political views in the community than in the classroom or among friends. "This suggests that the pressures begin in the larger community, are transferred from there to the academic sphere, and finally end up by corroding the more intimate human relations."

What are the classroom effects of these restraints felt by respondents? Teachers omit certain topics which they believe ought to be discussed; some slant their presentation away from their own convictions or suppress their own point of view when that point of view is controversial. Some respondents take rather elaborate special precautions to avoid getting into difficulty, such as tape recording lectures and making initial statements of disclaiming responsibility for any views expressed.

Classroom studies and discussions of Communism, Soviet Russia, Red China are usually severely inhibited, if not avoided. Even novels of protest of the 1930's are occasionally considered too dangerous for classroom use, and social security, Darwinism, and seminars in religion are often dropped because of their "controversial" nature. Some teachers are unwilling to express personal opinions out of fear that students will misunderstand what they say and spread distorted versions. "I habitually keep all my classes as confused as possible as to my own views," says one teacher.

The behavior of many administrators contributed to the atmosphere of caution. Administrative officials ordinarily do not invade the classroom directly; rather they "let their views be known" to the offending

teacher, or explain to him the advantages of good public relations or financial contributions to the school. Teachers report that they are frequently confronted by administrators who have apparently accepted the charge against them without hearing their side of the story. The teachers who report such incidents talk about a "sense of powerlessness" in their dealings with such school authorities.

In many cases, the pressure has little connection with administration. Some respondents will not subscribe for leftist publications because they think that their names on mailing lists may bring government investigators. Others "tone down" their discussions because they believe they may have difficulty getting a passport or government job. Some 284 respondents concede that whether or not they have actually altered their classroom reading lists, they have in recent years become "more careful" in using them.

A major reason why some teachers tread softly in the classroom is that they do not always trust the inflexible and ultra-conservative student who sometimes does not hesitate to make open accusations against a teacher before other students. Some 989 respondents reveal that they are worried about the possibility that an irresponsible student will pass on a garbled version of their comments, which may be taken seriously by parents, school administrators, or state legislators. A considerable number of teachers suspect they are being monitored by students, some of whom may act as volunteer informants for the FBI. They are also concerned at the prospect of being asked to report on their students to government investigators, and at seeing students get into trouble because of controversial activities. Two hundred sixty-four respondents say that when they talk privately to students with unpopular ideas, they encourage them to adopt the prevailing campus views. A total of 468 are "more hesitant today" to sponsor student political organizations which advocate unpopular views. The teachers are not encouraged by the widespread caution and restraint they find among their students. Many respondents feel that today, compared with a few years back, the students are more conservative, less willing to experiment with novel or radical views, and, in general, more cautious in their activities.

Adding to the teachers' sense of insecurity is a growing feeling by some respondents that they can't rely on their own colleagues too heavily. Dr. Lazarsfeld comments: "Anyone familiar with the college scene knows that factionalism, backbiting, jealousy and maneuvering for advantage are frequent enough to be an accepted, if not inevitable part of academic life. Yet, our interviews detect an atmosphere of tension among campus colleagues which goes beyond such manifestations, as it were, of

normal human failings." A substantial minority of teachers in the study believe their colleagues are not above getting them into trouble, and that their colleagues would do little to support them if trouble did arise. While 66% of the respondents believe that most of their colleagues would back them if they were accused of being leftists, the minority should not be overlooked, for there are 28% who would expect less complete support and 6% who are uncertain.

VI

It was inevitable that the Lazarsfeld study would raise new riddles as well as answer long-standing questions. It establishes beyond reasonable question the fact that the McCarthy era corroded the morale of the teachers in the American college and that in a significant number of cases attacks on higher education caused some teachers to change their teaching methods and withdraw from the community and, often, their colleagues. What the report does not and cannot attempt to answer is what would have happened to teachers and educational institutions if the pressures of the difficult years had not relented after the November, 1954 elections. The survey found that one out of five professors had probably become more cautious in his research and his writing, but many more had begun to wonder how long they could maintain their intellectual integrity in the face of threats to their reputation and their job security. The survey shows that most of the professoriate stood firm and in the higher quality institutions were usually backed up by their administrations: It cannot predict how long this situation could have prevailed if pressures had increased rather than lessened. From his reading of the respondents' interviews, Dr. Lazarsfeld is inclined to think that prolongation of the difficult years could have undermined faculty morale to the point of total collapse.

He acknowledges that the opposite might have happened: that the building up of pressures could have unified the teachers and created an effective collective resistance. Professional organizations, faculties, and administrators might have drawn a line past which there would be no further retreat. This, too, of course, is conjecture, and highly optimistic conjecture, at that.

There is no contradicting the report's main message, however. It is a painstaking narrative, in the victims' own words, of a protracted assault on America's system of higher education without parallel in our history. And the damage it has done to the teaching profession will not be wiped out in a decade, nor will the damage even be undone until the community at large and college administrations accept the proposition that the First Amendment is the keystone of education in a free society.

Neglected Issues in the Science Subjects Enrollment Controversy

By C. Winfield Scott
Rutgers University

In his "Black Horses Eat More Than White Horses," in the June, 1957 *Bulletin*, Harold C. Hand did a thorough and excellent job of setting the record straight with respect to current high school enrollment in science subjects. An earlier account, in a periodical of wide circulation, had quoted Arthur E. Bestor, Jr., to the effect that 84% of all American high school students were taking some science courses in 1900, against 54% today.¹ Unfortunately, these data seemed to indicate that 46% of present day high school students study no science. Hand showed that at least 90% of any high school graduating class will study some science during their period in high school and that the proportion of any high school age group or generation who receive some formal high school instruction in science today is several times greater than in 1900. While Hand and some other disturbed educators² have proved that the situation is much better than Bestor's data seem to imply, they have consistently ignored some issues that are of greater importance.

The first of these has to do with the amount of formal science instruction that high school students now receive. Data available cannot be used to derive comparative statistics; so any conclusion must be inferred. However, since proportional enrollments by grades and subjects do not change radically from year to year, one may assume that the typical high school graduate in 1900 had completed considerably more work in science than is true of the typical graduate of today. To be sure, today's graduate is representative of a much larger proportion of his age group, and presumably has lower aptitude for learning, but this does not mean that he needs less science instruction than his counterpart of 1900.

A second crucial question has to do with the total amount of science education youth of today receive. Since education is a process that goes

¹ *U. S. News & World Report*, November 30, 1956, p. 68.

² For instance, Walter C. Eells in "Let's Talk Facts," *School Executive*, March, 1957, pp. 41-46.

on constantly, one must consider out-of-school educational stimuli as well as school activities in any effort to determine the educational status of any group. It would be very difficult, if not impossible, to make any valid comparison of the science education status of today's youth and those of 50 years ago. However, the superiority of today's environment for providing science education stimuli seems self-evident.

Products of science and simple explanations of scientific phenomena surround and influence modern youth. Television, air conditioning equipment, and automobiles are good illustrations of science products; popular science magazines and articles, and radio and television programs are omnipresent explanatory or instructional media. Furthermore, there is a distinct possibility that some science education filters through non-science school subjects; for instance, the social impact of science may be got to some extent in social science courses, and some biological understandings through health instruction. Another possible source of formal science instruction that is not so labeled is core curriculum programs. The net result of all formal and informal science-education influences to-day may well be an adolescent who, in terms of available science knowledge and skills, is more sophisticated than was his predecessor in 1900.

Even if today's youth stand higher on science education, the question still remains: *Are they as well educated as they should be?* This is the crucial neglected issue. To answer it, educators and the public should seriously consider further man's need to understand his environment and to be able to cope with it.

Currently, the major concern seems to be with control of the environment, particularly with the Western world's ability to maintain itself in competition with Communism. Although this is basically a conflict of ideologies, the determination of whether the two will coexist or one dominate the other may well rest on their relative success in promoting and using science. The question of how much science education is necessary for satisfying personal living is a more difficult and philosophical question. Neither educators nor laymen will find answers to either of these major questions in enrollment data, but setting the record straight was a desirable preliminary to further work on much more basic questions. Perhaps now everyone can get on with the main job.

The Monster

By ROBERT L. JOHNSON, JR.
West Virginia University

Some months ago, a book salesman called on my colleagues and me; after words about new history textbooks, he invited us to join him at lunch, at our own expense, of course. We went over in a body. When we had finished eating, we fell into a general conversation.

Someone mentioned the growing academic population, recounting the statistics that in 1954-55 there were 2,469,942 college students, in 1960-61, there would be 2,874,678 students, and in 1970-71, 4,219,047; that is, the academic population would double in 15 years. No facts please professors more than these, for in their minds register the general ideas—more students, more need for teachers, more competition for existing supply of teachers, higher salaries, higher salaries, and higher salaries, in accordance with the law of the market place. But these observations were noted inwardly.

Someone else recalled the recent conference at Michigan State, where heads of great institutions conferred on the problem of student overcrowding. They discussed ways to make existing facilities go further with the aid of the new technology, particularly television. The inward thoughts of the professors were somewhat disturbed at this, for it had not occurred to them in their rosy dream of more students, more need, more competition, more salaries, more salaries. This dejection registered on their consciousness, and unless you were *en rapport* with the professorial mind, you would have missed these changes of mental dialectic, so little would emotion have shown on the academic faces.

But to get back to the original idea, the book salesman told of an experiment with TV at a college to the north of us. The freshman class in the History of Civilization had been divided into small sections of 30 students each. (Ideal! my colleagues were thinking.) Each section was assigned to a room equipped with a television viewer. (Catastrophe! my colleagues recoiled from the idea.) A master professor was chosen to lecture to one group; the other groups would view the lecture through the medium. (Each of my colleagues was asking himself, "Will I be chosen to be master professor, or am I to be sent back to the bush leagues?" Yet with all these terrorizing thoughts, none revealed his true

feeling.) The lectures were to be supplemented by quiz sections.

"Ah, yes," said the book salesman, "quite a success; they measured the response of the group watching and hearing the professor directly and the group learning *via* the viewer, and found no appreciable difference in the progress of the respective groups." (Groan, groan, *sotto voce*, by my colleagues; we seem to be without any scientific grounds to challenge this monster that besets us.)

II

All the professional historians present quickly recovered from the earthshaking news. Their training had prepared them for this moment: be objective, separate self from the fact, weigh the consequences; if it be good for the nation we should be prepared not only to accept it but to urge it. After this stoic recovery, full of the essence of sour grapes, the respective diners' fancies began to fly.

One suggested that the picture could be put on film; distributed from some centrally located place, like Kansas City; a really first class man be chosen; the college catalogue proudly announcing, History 52—American History to 1865, Prof. M.; History 53—American History from 1865 to Present, Professor C. The man next to me declared that this would leave the really second-raters like A. Z. free to run quiz sections. A brighter wit thought that in the case of the parental protest at what was being taught, there would be an absolutely accurate record that the president could bring forward. In keeping with this strain of thought, the idea followed that censors could view the film privately, and that the stamp of their agreement, a seal of approval, be affixed; endorsement by the DAR, AFL-CIO, VFW and American Legion, the Legion of Decency, Nihil Obstat, Imprimatur, placed on the film beforehand, so that all could be forewarned, foreprepared, and live happily ever after. There was also the suggestion that if a live—not to be confused with lively—performance be desired, a coaxial cable could carry simultaneously the lectures to classrooms all over the nation, though the usual arrangements made for time differences would have to be considered. Another, pleased with the idea of M.'s teaching American History, knew that this was the natural end of democracy in America: everyone with a Harvard education.

A more philosophic colleague took it as a notion well-fitted to our eighteenth century conception of democracy—the American faith in the mechanics of society and government, which has established such confidence in the secret ballot, the voting machine, direct election of senators, the female vote, the constitutional convention, referendum, recall, and initiative. Indeed! it was an idea of which James Harrington would have approved. Another person considered the financial aspect. What a salva-

tion to presidents and legislatures concerned with budgets—four good viewers could be operated for the price of one instructor! One more sophisticated colleague suggested that perhaps now, as a minor to the Ph.D. in history, a candidate might choose drama and TV makeup. The new procedure might even encourage the return of the academic gown, to sweep onto the stage with the flourish of a bishop.

III

While this clever conversation was stimulating intellects, inwardly each professor was adjusting to his fate: For some, there was retirement. For one, with a military bearing, there was always the consoling thought that he could go to Washington and advise. To a third, there was the question, "Can we get the AAUP to make a fight for us?" To a fourth, who was obviously used to running things, there was the curse of recollection. Twenty years ago, he was a coordinator, worried about getting students into proper sections. Twenty years of hard work, and once again he would be a coordinator, getting students into the right rooms, seeing that the viewer was working; and instead of worrying whether professors would keep to the syllabus and finish the course, he would now only have to consider whether the film would get there on time. Was this the reward for his many years of labor? To one junior member of the department, there was the inevitable question, "Would the GI Bill cover a course in TV maintenance and repair?"

This represented the total of conversation before the one o'clock return to class. It is perhaps a poor offering, but I will remind you that the hour was early and there was no brandy. In truth, it was not a Symposium. For a Socrates in intellectual ecstasy, we had only a professor in a daze over an empty soup bowl, and while the subject was not sublime, at least it was nearer our hearts, for it was about our jobs.

To the few of us present that day, this nightmare was only another in a series of crises that have come to our profession in regard to employment. For all of us there is the warning of "the mechanical mass-man with the slave mentality."

Apology

In the Summer, 1957 *Bulletin*, page 294, an article entitled "Alibis That Go to College" was published under the name of Professor J. Russell Morris, by whom it had been submitted. The eleven "alibis" in this short piece were introduced by two paragraphs, one of them stating that Professor Morris had "collected and classified" these student "beefs" in his class in General Methods of Secondary Education, as a device for providing prospective teachers with "a list of some of the real problems they would face in the classrooms," and for showing "how important it is to write down material so that it can be used effectively."

After reading the Summer *Bulletin*, a correspondent informed us (and an examination confirmed the information) that a substantially identical list of "alibis" had been published in the *Journal of Education* in 1941 by Professor Robert Tyson, of Hunter College. We presented the evidence to Professor Morris, who replied that he had never read Professor Tyson's piece, and had, in fact, never heard of it until he received our letter. He proceeded:

Five years ago, three students (I have their names) turned in the list in the article under question, as part of a paper, when we were discussing the topic of tests and measurements. At that time, I asked them if it was their own ideas; they assured me that it was an original list of their own ideas. Later, I sought their permission to publish the list under their names. They told me to publish it under my name, which I did. Investigation and correspondence with one of the three, whom I have been able to contact, has revealed that they got the idea from some article they had read. The one person I have been able to contact did not remember the exact source of their information, even when I confronted him with your letter. I have a strong feeling that this article or list they prepared was based upon the article referred to in your letter.

Professor Morris's letter concluded: "Whatever action you care to take in the matter will meet with my approval, and I apologize for causing you any embarrassment or inconvenience."

Professor Tyson's comment on the situation was brief and good-natured, and indicated that this was not the first time his little piece had bobbed up without author-credit. Nevertheless, we, the Editors of the *Bulletin*, apologize to Professor Tyson for having used his work with a false attribution of authorship. We also apologize to the *Journal of Education*, and to our own readers.

Corrections and Additions

Autumn, 1957 Bulletin

1. On page 545, in the biographical sketch of Professor Robert A. Caldwell, nominee for the Council in District III, the second line should be corrected to read:

Ph.D., University of Chicago, 1938. Instructor, University of Arkansas, 1936-39,

2. On page 524, in Table 1, second column, the entry, "Radio and Television . . . 59" appears twice. The first of these appearances should be deleted, and "Pharmacy . . . 88" should be substituted. This table was correct when page proofs were approved in the *Bulletin's* editorial office; the error was introduced subsequently by the printer.

3. The following note was received from Professor Donald C. Rowat too late for inclusion in his article, "Faculty Participation in Canadian University Government." It is pertinent to pages 466 (footnote), 473 (lines 13-14), and 474 (end of paragraph).

Since this article was written, McMaster's reorganization has been completed. A significant change in the new legislation is provision for the election of two members by the faculty to the Board of Governors, which has been increased in size from 18 to 41 members, of whom only ten now sit in the Senate.

4. The following communication has been received from Dr. Walter Crosby Eells, with whose interest in the history of higher education *Bulletin* readers are acquainted:

The instructive article by B. K. Trippet, President of Wabash College, "The Role of the Faculty in College Administration," in the *AAUP Bulletin* for September, 1957, contains several unfortunate factual errors concerning the number of American colleges in the seventeenth and eighteenth centuries. He says:

The first college in America was founded in 1636. A half century later there were six degree-granting institutions in America. By the time of the American Revolution there were fifteen . . . Today there are approximately eighteen hundred. (p. 486.)

The next institution of higher education to be chartered after Harvard was the "College of William and Mary in Virginia," in 1693. Thus, in 1686 there were not six degree-granting institutions in America, but only one—Harvard. Not until the forerunner of the present Uni-

versity of Pennsylvania received its charter, in 1755, were there six—Yale, 1701, Princeton (as College of New Jersey), 1746 and Columbia (as King's College), 1754. Thus it was not after 50 years, but after 119 years, that the number reached six.

By the time of the American Revolution, there were not fifteen, but only nine—those named above and Brown (as College of Rhode Island), 1765, Rutgers (as Queen's College), 1766, and Dartmouth, 1769.

Today there are not approximately 1800 "degree-granting" institutions in the sense that President Trippet evidently uses the term, but 1361, according to the 1956-57 "Education Directory: Higher Education" of the United States Office of Education. That recognized reference work lists 1886 institutions of higher education, but states that 525 of them are junior colleges and other two-year institutions. It is true that some, but not nearly all, of these confer the associate's degree, but this is not the sense in which the term "degree-granting" is commonly used. It usually refers to institutions which confer the baccalaureate or higher degrees, of which there are less than 1400 today.

It is significant that the Harvard faculty has few occasions to discuss . . . professional matters. In other universities, such problems are frequently dealt with in the local branches of the American Association of University Professors. But membership in the Harvard branch is extremely low and extremely inactive. This apathy is often justified by the assertion that our staff has adequate fora for the consideration of professional questions in the various faculties. But if that be so, then the faculties ought to make it their responsibility to inform themselves of developments critical to their future and to apply their best energies to the solution of grave problems as they arise. We cannot believe that the faculties, through their departments, can fail meaningfully to influence some of the students with whom they deal.

From Harvard University Committee on Teaching, Report to the President, May 15, 1957, p. 22.

Levels of Meaning

By WILLARD BAIN, JR.

Reed College

Twinkle, twinkle,¹ little² star!³
How I⁴ wonder what you are,⁵
Up⁶ above⁷ the world so high⁸
Like a diamond in the sky!⁹

¹ Here we see at once that Taylor is rejecting the materialistic view which characterized her earlier work, in favor of a subjective, quasi-mystic outlook. A student of physics, she was certainly aware that the star was not actually twinkling; yet she seems to push this knowledge out of her memory. "Twinkle, twinkle"—she repeats the word, as if staring dreamily into space, surrendering to a mood of metaphysical lyricism, which, as we shall see, predominates throughout the entire poem.

² This is the key word in the poem. Overlooking the obvious facts that the star in reality dwarfs her into nothingness, and perhaps even makes our own sun insignificant, she calls it "little" because it appears so to her. Thus she is completely submerged in subjectivity.

³ The identity of this star was a subject of lively debate among scholars for many years. Gradually Stone's theory that it was Alcyone was accepted and generally held until 1922, when the brilliant young Bloom advanced the hypothesis that it was Persei. The issue was fiercely contested, and on December 23 of 1923 Bloom wrote to the aging Stone, in a now famous letter, ". . . if you will continue to ignore both evidence and common sense, you must be content to take your place among the rank of aging pundits who have outlived their usefulness and whose egotistical dogmatism must forever hinder the search for truth. . . ." A pretty story says that when Stone received this letter, he looked up into the heavens with sad, tear-filled eyes and murmured, "Nevertheless, it is Alcyone." The generally accepted view today is that the star has no particular identity, but is symbolic; however, Parks has recently advanced the theory that it was actually the light from a house situated on a hill near Taylor's home, which she, with her failing eyesight, mistook for a star.

⁴ Again, the intense subjectivity.

⁵ The most widely held theory on this passage is that the star represents Taylor's secret desire, which she herself does not know. The unimaginative Blumboch, however, still believes that she was concerned with the specific name of the star.

⁶ Again ignoring relativity.

⁷ Again.

⁸ Most people interpret this as meaning that Taylor's desire is not only unknown to her but is also unattainable; however, I am of the opinion that "so high" refers to "world" and not to the star. (I have discussed this theory at length in my forthcoming book, which is an analysis of the entire poem, tracing its sources back to Chaucer's "The Pardoner's Tale.")

⁹ The simile is, of course, weak. Raumier has seen it merely as the symptom of the decaying literary powers of the poet. Camelson, on the other hand, believes that Taylor was obsessed with the beauty (diamond) and the hopelessness (in the sky) of her desire, and that she was willing to use a weak device if it conveyed this idea. In any case, in spite of its faults, the poem is certainly a masterpiece; its sparkling assonance, lilting lyrics, stirring imagery, epic scope, loftiness of tone, matchless verse, symphonic design, and depth of feeling have earned it an enduring reputation as one of the great works of its kind.

Instructional Salaries in 39 Selected Colleges and Universities for the Academic Year 1957-58

A Preliminary Report

By the Committee on the Economic Status of the Profession of the American Association of University Professors

This preliminary report constitutes the first section of the sixth study in the series¹ on instructional salaries in selected colleges and universities which was authorized by the Council of the Association in March, 1948. It consists essentially of the statistical tables summarizing salary conditions in 39 selected institutions in the present academic year, together with a few comparisons with the last report year, 1955-56, and, in two matters which can be summarized briefly, with 1939-40. It is published now, in advance of the complete report, in order to make information on current salary conditions available for early study and use by members and chapters of the Association, and by the administrative officers of the cooperating institutions and of colleges and universities generally.

A second section, completing this report, will contain further comparative data spanning the period of war and postwar inflation. It is expected that this section will be completed in time for publication in the Spring issue of the *Bulletin*.

The questionnaires for this study were sent out early in September by the Central Office of the Association to 40² of the same institutions that were chosen for the earlier studies in this series. These institutions

¹ The five previous reports in this series were published in the *Bulletin* of the Association as follows: for the academic year 1948-49, Vol. 34, No. 4, pp. 778-797; for 1949-50, Vol. 35, No. 4, pp. 719-747; for 1951-52, Vol. 37, No. 4, pp. 768-804; for 1953-54, Vol. 39, No. 4, pp. 632-681; and for 1955-56, a preliminary report in Vol. 41, No. 4, pp. 797-811, with a second section in Vol. 42, No. 1, pp. 5-40.

² Of the 44 institutions originally selected for these studies, three were dropped by the Committee, on salary grounds, after the first report. Of the 41 institutions cooperating in subsequent reports, one was not requested by the General Secretary to supply data for the current report because, following an Association vote of censure, the institution's Administration failed to respond to the General Secretary's communication notifying it of the action, and to his invitation to begin consultations looking toward the removal of the censure. Another institution is not included in the current report because the Administration did not find it possible to supply the Committee with data in time for publication.

were selected originally, with some consideration for regional representation, from those which the committee had reason to believe followed good practice with respect to institutional salaries and related matters. It

I. PRIVATELY CONTROLLED: SIX SMALL INSTITUTIONS (UP TO 1200 STUDENTS) IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 8,000- 9,200	\$6200-7200	\$4800-5600	\$4200-4500
Maxima	10,800-13,700 ¹	7050-9100	6300-7500 ²	5000-5400
Means	9,457-10,775	6650-7985	5546-6400	4509-4930
Medians	9,000-10,500	6600-8150	5500-6500	4500-5000
Mean of:				
Minima	\$ 8,467	\$6600	\$5233	\$4317
Maxima	12,083	7975	6533	5183
Means				
1955-56	8,498	6448	5086	4228
1957-58	9,507	7278	5845	4712
Medians	9,683	7288	5850	4717
Median of:				
Minima	\$ 8,400	\$6600	\$5300	\$4250
Maxima	12,000	7950	6450	5200
Means	9,608	7186	5648	4706
Medians				
1955-56	8,000	6700	5250	4000
1957-58	9,450	7138	5700	4750
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	25.8	10.4	22.8	7.5
Maximum	40.6	30.9	34.0	24.9
Mean	35.1	18.0	29.8	17.1
Median	35.0	15.1	31.2	16.8
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	5.0-16.1	5.0-16.5	5.0-16.9	5.0-17.25
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries</i>	
	1939-40 ³	1955-56	1957-58	
Minimum	10.6	7.3	6.5	Minimum \$365
Maximum	14.8	12.2	11.3	Maximum 428
Mean	11.8	9.4	9.1	Mean 400
Median	10.9	9.5	9.0	Median 403
				\$ 575
				\$ 764
				1415
				777
				956
				920

¹ One appointment in one institution at a higher amount.

² Two scattered appointments in one institution at higher amounts.

³ Four institutions.

must be emphasized that this sample came from certain strata of colleges and universities, and that it is not designed to be representative of institutions of higher education in general.

The 39 institutions that supplied data did so promptly, even in this busy season of the academic year. The Committee wishes, on its own behalf and on that of the Association, to express warm appreciation to

the officers of the selected institutions for their continued cooperation.¹

II. PRIVATELY CONTROLLED: FIVE MEDIUM-SIZED INSTITUTIONS (1200-4000 STUDENTS) IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 6,000- 9,000	\$5000-7500	\$4000-5500	\$3000-4500
Maxima	13,000-15,000	8100-9500 ¹	7000-8000	4750-7250 ²
Means	8,940-11,242	6977-7864	5517-6240	4136-5008
Medians	8,500-11,000	6800-7500	5500-6000	4000-5000
Mean of:				
Minima	\$ 7,320	\$5930	\$4800	\$3800
Maxima	14,300	8860	7430	5730
Means				
1955-56	8,934	6822	5315	4109
1957-58	9,824	7342	5862	4696
Medians	9,500	7160	5820	4620
Median of:				
Minima	\$ 7,200	\$5500	\$4750	\$3900
Maxima	15,000	9000	7500	5500
Means	9,531	7365	5852	4767
Medians				
1955-56	8,500	6700	5000	4000
1957-58	9,300	7000	6000	4800
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	29.4	18.7 ³	19.6	4.7
Maximum	58.4	22.9	30.8	22.7
Mean	39.8	17.3	25.2	17.7
Median	35.2	21.4	24.8	20.1
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	7.5-17.4	7.5-17.5	7.5-17.8	2.25-18.25
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries</i>	
	1939-40	1955-56	1957-58	
Minimum	10.3	9.0	8.6	Minimum \$211 \$460 \$ 588
Maximum	14.4	16.8	14.3	Maximum 415 851 1074
Mean	12.6	12.5	12.2	Mean 339 669 787
Median	13.1	11.9	12.0	Median 379 636 707

¹ One appointment in each of two institutions at higher amounts.

² One appointment at a higher amount.

³ One institution, with special circumstances, omitted here.

¹ The institutions are as follows: Amherst College, Bowdoin College, Brown University, Bryn Mawr College, California Institute of Technology, Carleton College, Columbia University, Cornell University (Endowed Colleges), Dartmouth College, Duke University, Emory University, Harvard University (Arts and Sciences), Haverford College, University of Illinois, The Johns Hopkins University, Massachusetts Institute of Technology, University of Michigan, Mills College, University of Minnesota, Northwestern University, Oberlin College, University of Pennsylvania, Pomona College, Princeton University, Reed College, Rice Institute, University of Rochester, Stanford University, Swarthmore College, Vanderbilt University, Vassar College, Wabash College, Washington University, University of Washington, Wellesley College, Wesleyan University, Williams College, University of Wisconsin, Yale University (Arts and Sciences).

III. PRIVATELY CONTROLLED: FIVE LARGE INSTITUTIONS IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 7,000-11,000	\$6,000- 7,500	\$4800-6000	\$3600-5000
Maxima	15,000-20,000	9,000-11,500 ¹	7000-8000	5250-6500
Means	9,799-14,006	7,284- 8,835	5781-6400	4515-5036
Medians	9,500-14,000	7,200- 9,000	5500-6250	4500-5000
Mean of:				
Minima	\$ 9,000	\$ 6,640	\$5360	\$4320
Maxima	17,600	9,950	7300	5650
Means				
1955-56	10,206	7,124	5458	4054
1957-58	11,387	7,864	6033	4674
Medians	10,980	7,740	5900	4600
Median of:				
Minima	\$10,000	\$ 6,500	\$5500	\$4500
Maxima	18,000	10,000	7000	5500
Means	11,582	7,750	6065	4612
Medians				
1955-56	9,500	6,750	5250	3800
1957-58	10,500	7,500	6000	4500
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	28.0	13.2	15.6	13.4
Maximum	45.8	25.4	28.3	23.2
Mean	38.4	21.0	21.8	18.9
Median	38.6	22.8	21.6	19.4
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	7.0-12.5	7.2-12.5	7.5-12.5	1.94-12.5
<i>Average Number of Students for Each Full-Time Faculty Member²</i>		<i>Average Amount per Student Spent for All Instructional Salaries³</i>		
	1939-40 ⁴	1955-56	1957-58	
Minimum	11.9	11.5	10.8	Minimum \$371
Maximum	15.3	19.6	20.7	Maximum 460
Mean	14.0	15.3	15.9	Mean 414
Median	14.7	14.9	15.6	Median 412

¹ One appointment in one institution at a higher amount.² See text, pp. 663 and 664.³ Three institutions.⁴ Four institutions.

The schedules of the questionnaire used in the collection of the basic data are, in summary, as follows:

1. The formal salary scales, if any, which are in effect for each rank of full-time faculty members, distinguishing between 9-10 and 11-12 month appointments.

2. The number of full-time students and equivalents enrolled in October of 1955 and 1957, and the total amounts spent in the academic year 1955-56, and expected to be spent in the current academic year 1957-58, on instructional salaries, including the salaries of part-time instructors and assistants, and payments to pension and insurance funds; but exclud-

ing, as in all schedules, salaries in medical and dental colleges, summer school, and extension divisions and, as far as possible, salaries or the parts of salaries which are for administration (except administration in departments of instruction), research, public relations, or other non-teaching functions. Information on annuity plans was also sought under this schedule. It will be noted that some of this latter information is indicated in the tables; it will be treated more fully in the second section of the report in the *Spring Bulletin*.

3. The distribution, by interval table arranged in \$250 classes, of all full-time salaries actually paid in each rank, distinguishing 9-10 and 11-12 month appointments and stating the precise amounts for the minimum, maximum, mean, and median salaries.

II

The returns from this continuing sample of colleges and universities show impressive gains in the dollar levels of instructional salaries during the past two years. Comparison of the mean of means and the median of medians cited in the tables for 1955-56 and 1957-58 will indicate the advances that have been achieved. On an average, the dollar increases are larger than in any of the previous biennia covered by these reports, and they are found in all ranks and in all groups of institutions. In many cases, too, they are supplemented by higher rates of institutional contribution to retirement annuities. Part of the credit for these achievements in the privately controlled institutions is attributable to the magnificent benefaction of the Ford Foundation. For 32 of the privately controlled institutions, which were eligible for and received the supplementary accomplishment awards, income from the Ford grants should now be yielding new income amounting to about 6 per cent on the instructional salaries paid in 1954-55, the base year used for the awards. But the increases generally have gone well beyond these percentages in the privately controlled institutions and in the state universities as well. Clearly, the administrations of our selected institutions have not been tempted to relax their efforts in the battle to raise instructional salaries to the competitive levels required to recruit and to retain competent professional staffs. Most of our selected institutions have been able to draw in new funds, or to re-assign old funds, permitting salary improvements appreciably in excess of what was made possible by the Ford grants alone.

Unfortunately, however, the new dollar levels achieved must be read in the context of other circumstances. One depressing fact that cannot be ignored is the continuing inflation which has imposed a further discount on the value of the dollar—negating a considerable part of the salary gains shown in the tables. Whereas, in September, 1955, the

IV. PRIVATELY CONTROLLED: THREE WOMEN'S COLLEGES IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Means	\$8,708-9,527	\$6364-7429	\$5380-5939	\$4112-4665
Medians	8,000-9,500	6100-7500	5500-6200	4100-4800
Mean of:				
Minima	\$ 8,033	\$6100	\$5100	\$3600
Maxima	10,467	7533	6000	5067
Means				
1955-56	7,625	5922	5033	3901
1957-58	8,981	6827	5635	4450
Medians				
1955-56	7,500	5850	5083	3917
1957-58	8,747	6767	5800	4500
Median of:				
Minima	\$ 8,500	\$6100	\$5200	\$3600
Maxima	10,500	7500	6000	5000
Means	8,708	6687	5587	4574
Medians	8,740	6700	5700	4600
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	25.3	17.3	16.2	11.8
Maximum	46.1	22.4	21.8	32.4
Mean	33.8	21.9	19.2	25.1
Median	29.9	22.4	19.7	31.0
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	6.0-15.0	6.4-15.0	6.7-15.0	2.25-15.0
<i>Average Number of Students for Each Full-Time Faculty Member</i>		<i>Average Amount per Student Spent or All Instructional Salaries</i>		
	1939- 40 ¹	1955- 56	1957- 58	
Mean	9.5	10.5	10.6	
Median	9.5	11.4	11.1	
Mean				\$460
Median				460
				\$663
				707
				\$776
				822

¹ Two institutions reporting.

Consumer Price Index prepared by the Bureau of Labor Statistics stood at 114.9 (1947-49 = 100), by September 1957 it had risen to 121.1. Reduced to a pre-inflation base (1939-40 = 100), the numbers are respectively 192.6 and 203.0. In other words, the cost of living has risen fully 5 per cent over this biennium. Instructional salaries had to rise by about an equal percentage merely to maintain the deficient purchasing power of 1955-57. In order to recover some of the ground lost in the earlier years of this inflationary epoch, increases had to exceed this rate. Furthermore, *per capita* income in the country has also continued to rise, and the income levels of other professions and occupations have continued to improve. Gratifying as are the advances in academic salaries over the past two years, they are not enough to restore the competitive position lost in the manpower market since 1939. This matter has been discussed in previous reports and will be discussed

V. PRIVATELY CONTROLLED: FIVE SMALL INSTITUTIONS (UP TO 1200 STUDENTS) IN NORTH CENTRAL AND PACIFIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$6,000- 7,500	\$4800-6500	\$4500-5300	\$4000-4400
Maxima	8,000-10,000	6250-7500 ¹	5400-6500	4300-5300
Means	7,559- 8,515	5955-6864	4880-5809	4190-4827
Medians	7,500- 8,100	6000-6800	4800-5800	4225-5000
Mean of:				
Minima	\$6820	\$5760	\$4840	\$4140
Maxima	9030	6850	5960	4790
Means				
1955-56	6993	5534	4564	3817
1957-58	7859	6272	5252	4460
Medians	7820	6200	5190	4485
Median of:				
Minima	\$7000	\$6000	\$4800	\$4100
Maxima	9000	7000	5900	4750
Means	7680	6078	5147	4387
Medians				
1955-56	6650	5500	4500	3900
1957-58	7700	6000	5150	4400
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	23.4	14.9	22.7	11.4
Maximum	34.4	36.4	40.4	22.4
Mean	28.4	22.5	32.5	16.5
Median	28.4	16.4	32.8	16.1

Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:

Range	7.0-9.8	7.0-9.9	2.25-10.2	2.25-10.25
<i>Average Number of Students for Each Full-Time Faculty Member</i>		<i>Average Amount per Student Spent for All Instructional Salaries</i>		
	1939-40	1955-56	1957-58	
Minimum	11.5	9.6	9.9	Minimum \$158
Maximum	18.4	13.7	13.0	Maximum 317
Mean	14.5	11.4	11.3	Mean 244
Median	13.9	11.3	11.5	Median 241
				569
				536
				619

¹ One appointment in one institution at a higher figure.

again in the second section of this report, for it raises a matter of compelling urgency: the problem of recruitment to the profession. Even now, business, industry, and the other professions, with better starting salaries and faster rate of salary advancement, are drawing off far too high a proportion of our ablest graduates. "Our Nation, like the prodigal farmer," writes the President's Committee on Education beyond The High School,¹ "is consuming the seed corn needed for future harvests. The ultimate result could be disaster" if problems of recruitment are not faced and solved in good time to cope with the swelling student enrollments that lie just ahead.

¹ U. S. Government Printing Office, Washington, D. C., July, 1957, p. 5. Copies of this significant report may be secured by writing to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 55 cents.

VI. PRIVATELY CONTROLLED: FOUR MEDIUM-SIZED AND LARGE INSTITUTIONS IN NORTH CENTRAL AND PACIFIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 7,000- 7,475	\$5750 ¹ -6175	\$4500-4875	\$3250-4225
Maxima	10,725-18,000	7425-9250 ²	6175-8600	4875-6450
Means	8,925-10,317	6704-7468	5465-5976	4111-4751
Medians	8,775- 9,800	6825-7500	5200-5900	4200-4750
Mean of:				
Minima	\$ 7,169	\$5931	\$4631	\$3744
Maxima	14,625	8250	8150	5650
Means				
1955-56	8,336	6373	5243	4071
1957-58	9,633	7182	5660	4524
Medians	9,269	7156	5675	4525
Median of:				
Minima	\$ 7,100	\$5900	\$4575	\$3750
Maxima	14,625	8250	8150	5650
Means	9,646	7277	5930	4630
Medians				
1955-56	8,100	6450	5175	4050
1957-58	9,250	7150	5800	4575
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	32.1	22.2	20.8	12.5
Maximum	44.5	26.9	26.4	18.4
Mean	37.4	24.4	23.0	15.2
Median	36.5	23.2	22.4	14.8
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above</i>				
	6.4-12.5	6.5-12.5	7.1-12.5	2.25-12.5
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries³</i>	
	1939-40	1955-56	1957-58	
Minimum	12.5	11.0	10.9	Minimum \$242
Maximum	19.3	20.3	19.6	Maximum 381
Mean	16.3	16.0	15.4	Mean 292
Median	16.5	16.4	15.6	Median 253
				530
				656

¹ Two scattered appointments at lower figures (two institutions).² Three scattered appointments at higher figures (two institutions).³ Data for one institution not available on a suitable basis for these years.

The President's Committee places salary increases first in the list of things that must be done to recruit an adequate supply of able teachers, using bold-face type for emphasis.

The Committee recommends to every board of trustees, every legislature, and all others responsible for academic budgets:

(1) That the absolute highest priority in the use of available funds be given to raising faculty salaries, with the goal of doubling the average level within 5 to 10 years, and with particular attention to increasing the spread between the bottom and the top of each institution's salary structure;

(2) That action also be taken to provide at moderate cost such benefits as health and life insurance, adequate retirement programs, faculty housing, assistance for the education of faculty children, and similar measures whose costs

to the institution are small compared to the benefits and attractiveness to faculty members.¹

The category, "all others responsible for academic budgets," is a broad and inclusive one. College professors, as well as college administrators, will recognize that they, too, must put their minds and backs into the program.

III

The basic data reported in the returns have been prepared in essentially the same manner as those for the earlier studies in this series. The institutions are classified by size in proximate regions, or by type, into fairly homogeneous groups. No institution appears in more than one table. Each table summarizes conditions in the group of institutions with respect to the four elements or measurements which we have considered most relevant to instructional salary matters, plus a fifth factor which we have not formerly reported in these tables but which has now assumed sufficient importance to warrant inclusion. These are (1) the ranges and typical values of instructional salaries, (2) the proportions of the faculty in each of the four conventional ranks, (3) the average number of full-time students or full-time equivalents for each full-time faculty member (including full-time equivalents of part-time faculty when these are reported), (4) the average amount spent per student for all instructional salaries, including the salaries of part-time instructors and assistants, and annuity and insurance provisions, and (5) the rates of institutional contribution to retirement annuities for instructional staffs. The data are arranged to give on one page the maximum amount of information on salary conditions in each group without violating the pledge which the Committee has given not to identify the contributing institutions directly with their respective values.

These data, with perhaps two exceptions in the case of the large institutions—student-faculty ratios as noted above and unit costs of instruction as noted below—have, we believe, a high degree of precision and reliability. They were collected after the academic year was under way, when enrollment figures had been compiled and salary contracts had been made. Estimates were required for only one item, the total amount to be spent in 1957–58 for all instructional salaries, including the salaries of part-time instructors and assistants, and annuity and insurance payments. These estimates have been checked with totals of salary and annuity payments reported in Schedules II and III and with past returns, and they have been adjusted in the few cases where errors of inclusion or exclusion were found, in order to render the unit costs of instruction

¹ *Ibid.*, p. 6.

VII. PRIVATELY CONTROLLED: FOUR MEDIUM-SIZED AND LARGE INSTITUTIONS IN SOUTH

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>			
<i>Instructional Salaries (9-10 month basis)</i>							
Range of :							
Minima	\$ 6,500- 7,500	\$4500-6500	\$4000-5000	\$3500-3900			
Maxima	10,000 ¹ -13,800 ²	7200-9500	6500-7200	5300-5500			
Means	7,852-10,018	6142-7886	5409-6134	4352-4564			
Medians	7,500- 9,900	6200-7710	5500-6180	4250-4500			
Mean of :							
Minima	\$ 6,975	\$5500	\$4625	\$3725			
Maxima	11,450	8412	6925	5425			
Means							
1955-56	7,906	6230	5044	3980			
1957-58	8,948	7035	5732	4449			
Medians	8,712	7042	5818	4356			
Median of :							
Minima	\$ 6,950	\$5500	\$4750	\$3750			
Maxima	11,000	8475	7000	5450			
Means	8,962	7056	5693	4440			
Medians							
1955-56	7,500	6350	4900	3950			
1957-58	8,725	7130	5796	4338			
<i>Proportions of Total Full-Time Faculty, %</i>							
Minimum	20.7	22.9	24.5	9.5			
Maximum	34.5	35.7	34.1	22.3			
Mean	29.6	27.7	27.8	14.8			
Median	31.7	26.1	26.3	13.8			
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>							
Range	5.1-8.3	6.0-8.6	2.25-8.9	2.25-9.25			
<i>Average Number of Students for Each Full-Time Faculty Member</i>				<i>Average Amount per Student Spent for All Instructional Salaries</i>			
	1939-40	1955-56	1957-58	1939-40	1955-56	1957-58	
Minimum	14.4	13.8	13.8	Minimum	\$180	\$430	\$478
Maximum	25.2	15.9	16.1	Maximum	364	573	628
Mean	17.8	15.0	15.0	Mean	255	498	566
Median	15.9	15.2	15.0	Median	238	495	578

¹ One appointment in this institution at a higher amount.² One appointment in another institution at a higher amount.

calculated from them as close approximations as possible. In one case an estimate was constructed from the data contained in this and earlier returns. The values shown under "Average Amount per Student Spent for All Instructional Salaries" are constructed from these reports and estimates. In theory, this kind of unit measurement should be a critical one, for it is a comprehensive summary of all factors: salaries, pension provisions, proportions in each rank, and student-faculty ratios. And it should be a useful form of measurement for an institution to apply to its own data. But in a study of this sort, requiring prompt returns from a large variety of institutions, each with its own accounting classifications, the difficulty of drawing out exactly suitable and comparable data makes it prudent to regard these values, particularly for the larger institutions,

VIII. PRIVATELY CONTROLLED: TWO INSTITUTES OF TECHNOLOGY

	Professors	Associate Professors	Assistant Professors	Instructors
<i>Instructional Salaries (10 and 11-12 month basis combined)</i>				
Mean of:				
Minima	\$ 8,500	\$ 6,600	\$5500	\$4500
Maxima	18,500	10,250	8250	6000
Means				
1955-56	10,349	7,641	5799	4390
1957-58	11,506	8,201	6767	5047
Medians				
1955-56	10,400	7,521	5696	4287
1957-58	11,000	8,250	6750	4900
<i>Proportions of Total Full-Time Faculty, %</i>				
Mean	40.5	24.8	24.6	10.1
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	7.0-8.0	7.0-8.0	7.0-8.0	2.25-8.0
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries</i>	
	1939- 40	1955- 56	1957- 58	
Mean	9.2	9.4	8.6	Mean \$585 \$1116 \$1344

as rough approximations. Nevertheless they illustrate a method of analysis; and the trends shown by these values, despite difficulties of exact conformity to defined inclusions and exclusions, are probably generally valid.

It is not difficult to understand the meaning of the data presented in these rather detailed tables. In Table I, Six Small Institutions in New England and Middle Atlantic, we read, for example, under the heading "Range of Minima," that the lowest minimum salary for professors in any of the six institutions is \$8000, while the highest minimum salary in any of the six is \$9200. This indicates that the other four institutions in the group have minimum salaries for this rank on or between these amounts. Farther down in the table, the mean of minima shows that the arithmetic average of the various minima for professors in the six institutions is \$8467.

The median of these minima, \$8400, indicates that in three of the six institutions the lowest salary for a professor is on or above this figure, and that in three it is on or below this amount. The data on maxima are to be interpreted similarly. Since the object here is to report fairly typical minimum and maximum values, scattered appointments detached from the main body have been eliminated and due footnote notation has been made. Such cases are included, however, in the calculation of the means and the medians for each institution.

Still using Table I as the example, under the heading "Range of Means," the entry for professors is \$9457-\$10,775. This indicates that

IX. FIVE LARGE STATE UNIVERSITIES IN NORTH CENTRAL AND PACIFIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>			
<i>Instructional Salaries (9-10 month basis)</i>							
Range of:							
Minima	\$ 6,650- 8,163	\$5,010- 6,630	\$4510-5300	\$3600-4200			
Maxima	14,157-19,500	8,600-14,000	7720-9200 ¹	6444-7500			
Means	9,910-11,920	7,467- 8,460	6102-6640	4889-5264			
Medians	9,730-11,800	7,460- 8,220	6000-6570	4859-5225			
Mean of:							
Minima	\$ 7,583	\$ 6,106	\$4997	\$3964			
Maxima	16,631	10,216	8357	6889			
Means							
1955-56	9,171	6,795	5579	4394			
1957-58	10,537	7,723	6278	5033			
Medians	10,351	7,672	6223	4991			
Median of:							
Minima	\$ 8,000	\$ 6,390	\$5000	\$4000			
Maxima	16,500	9,600	8365	6600			
Means	10,299	7,565	6204	5012			
Medians							
1955-56	8,592	6,550	5500	4350			
1957-58	10,090	7,550	6158	5000			
<i>Instructional Salaries (11-12 month basis)²</i>							
Mean of:							
Minima	\$ 8,697	\$ 7,000	\$5940	\$4970			
Maxima	17,000	11,525	9375	7887			
Means							
1955-56	10,141	7,722	6358	5285			
1957-58	11,995	9,057	7371	5861			
Medians							
1955-56	9,817	7,764	6287	5146			
1957-58	11,868	8,977	7465	5847			
<i>Proportions of Total Full-Time Faculty, 9-10 and 11-12 month basis, %</i>							
Minimum	23.1	19.9	21.7	10.1			
Maximum	35.6	30.5	36.3	27.5			
Mean	29.9	23.5	26.1	20.5			
Median	29.9	21.5	24.3	21.6			
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>							
Range	6.0-9.0	6.0-9.0	5.0-9.3	2.25-9.75			
<i>Average Number of Students for Each Full-Time Faculty Member³</i>		<i>Average Amount per Student Spent for All Instructional Salaries³</i>					
	1939-40	1955-56	1957-58				
Minimum	16.8	14.6	16.0	Minimum	\$148	\$366	\$443
Maximum	32.9	21.8	22.5	Maximum	243	555	698
Mean	24.6	19.2	18.8	Mean	194	464	562
Median	24.7	18.7	19.2	Median	189	476	560

¹ Two scattered appointments in one institution at higher figures.² Two institutions only.³ See text on limitations, pp. 663-665.

the arithmetic mean, or average, of the salaries of the various professors in the institution with the lowest average in the group is \$9457, while in the institution with the highest average it is \$10,775. Other institutions in this group fall on or between these values. The mean of means, cited

farther down in the table, indicates that the average of the various mean values of the six institutions was \$8498 in 1955-56 and is now \$9507. In computing this mean of means, the value for each institution is given equal weight regardless of the size of the institution or of its staff. (For weighted mean salaries, see the second section of this report, to appear in the Spring issue of the *Bulletin*.)

Lower in Table I, the median of the means supplies further information with respect to the salaries of professors in these six institutions. It marks the middle value of the group. The mean salary of professors in three of the six institutions is on or above \$9608, and in three it is on or below that figure. The fact that this median value is only slightly higher than the mean of means for this group suggests the rather close gradation of mean values within the range cited above. The median measures can be interpreted in much the same way as those of the means.

A few words of explanation of the method used in calculating the contributions made by institutions to retirement annuities may be helpful in interpreting the data shown. For each rank in each institution, the total reported rate of contribution to the Teachers Insurance and Annuity Association or other agency *and* O'd Age and Survivors Insurance, when applicable, was taken against the minimum and maximum salary reported for the rank. Since O.A.S.I. contributions are made only on the first \$4200 of salary, and since other contributions vary with rank, age, or other institutional arrangement, the effective over-all rates vary within each rank and from institution to institution. Under "Range," the rates reported for each rank are the lowest percentage, and the highest percentage, of salary in any institution in the group. The Committee proposes to present further data on these important supplements to base salaries in the second section of this report.

By Subcommittee Z-1 on Biennial Salary Study

Albert H. Imlah (History), Tufts University, *Chairman*
Harold N. Lee (Philosophy), Tulane University of Louisiana
William A. Neiswanger¹ (Economics), University of Illinois

¹ Chairman, Committee Z on the Economic Status of the Profession.

The Professor and the Universe

"I am the champion of liberal education,"

Said the Professor.

"A worthy cause,"

Replied the Chamber of Commerce,

"Provided it's not too expensive."

"I make original contributions to knowledge,"

Said the Professor.

"But please," said the publisher,

"Enclose two thousand dollars

To cover the cost of printing."

"I keep alive the sparks of free discussion,"

Said the Professor.

"But please not during school hours,"

Said the chairman

Of the Board of Regents.

"I train young citizens for life in a free society,"

Said the Professor.

"However, who were your friends in 1935?"

Asked the counsel

For the investigating committee.

"I engage in the disinterested pursuit of truth,"

Said the Professor.

"But when," said his wife,

"Will we have a large enough home?

To say nothing of clothes for the children."

"I pass on what little I know to the best of my ability,"

Said the Professor.

"We are ready,"

Said the pencils and ballpoint pens

Of endless multitudes of students.

Hans P. Guth

San Jose State College

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, the Association for Higher Education of the National Education Association, the Eastern and Western Divisions of the American Philosophical Association, and the Southern Society for Philosophy and Psychology.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations, together with the date of censuring, are listed below. Reports of investigations were published as indicated by the *Bulletin* citations.

West Chester State Teachers College (Pennsylvania) (February, 1939, <i>Bulletin</i> , pp. 44-72)	December, 1939
University of California (Spring, 1956, <i>Bulletin</i> , pp. 64-66)	April, 1956
The Jefferson Medical College of Philadelphia (Spring, 1956, <i>Bulletin</i> , p. 75)	April, 1956
North Dakota Agricultural College (Spring, 1956, <i>Bulletin</i> , pp. 130-160)	April, 1956
The Ohio State University (Spring, 1956, <i>Bulletin</i> , pp. 81-83)	April, 1956
Rutgers University (Spring, 1956, <i>Bulletin</i> , pp. 77-78)	April, 1956
Temple University (Spring, 1956, <i>Bulletin</i> , pp. 79-80)	April, 1956
Catawba College (Spring-April, 1957, <i>Bulletin</i> , pp. 196-224)	April, 1957
University of Nevada (Autumn, 1956, <i>Bulletin</i> , pp. 530-562)	April, 1957

Educational Developments

A. Economic Status

Faculty Housing: An Attractive Fringe Benefit

Plans for the housing of faculty members on college campuses are now in operation at several private institutions. One administrator informed us that the faculty housing plan "has been a good morale builder in our organization." Four verified reports of such plans have been received.

(a) At Birmingham-Southern College, faculty members with tenure may obtain a 50-year lease on a campus lot at \$1.00 per year. After approval of plans and specifications by the institution's Investment Committee, the faculty member may borrow from the College up to 90% of the cost of the house, payable monthly over a period not exceeding 25 years at 4% interest. The College pays for all street improvements and the installation of utilities. If the faculty member resigns, he must sell his house to another faculty member or to the College at the fair market price.

(b) Since 1953, about 25 faculty members at Davidson College have become home owners through the institution's housing plan. Underdeveloped college-owned property was improved by the College, and lots were offered for sale to members of the faculty and staff at prices well below the local market. All restrictions, including the College's right of refusal of any *bona fide* offer of sale, were developed in conference with interested members of the faculty. As little as one-fourth down payment was required for purchase of lots, the balance to be paid within 60 months at 4 $\frac{1}{2}$ % interest. The College agreed to lend faculty members up to 90% of the cost of the house and lot, this amount to be repaid monthly over a period up to 30 years, with interest at 4 $\frac{1}{2}$ %. Loans were not permitted to run beyond the time when the individual became 65 years of age. Mortgage insurance, to cover the unpaid balance of the loan, was required.

(c) At Stanford University, over 200 faculty members have constructed houses through the University's faculty housing program. The University put in all ground improvements and utilities, and leased the lots for a term of 80 years. A nominal annual ground rent is charged to cover cost of operation and maintenance. A new area is presently being developed for 117 additional faculty residences. The present policy at Stanford is to approve applications from faculty members with the rank of associate professor or higher who are on permanent appointment, assistant professors who have served their first three-year term, and key administrative staff members. The University will lend on newly constructed properties 90% of the first \$25,000 actual cost and 75% of cost in excess of \$25,000, with a maximum loan of \$30,000. The maximum

length of loan is 30 years on new construction, with interest at the rate of $4\frac{1}{2}\%$. Campus houses may be transferred to eligible faculty and staff members. On existing properties, the University will lend 85% of the first \$25,000 appraised value and 70% of appraised value in excess of \$25,000. Maximum length of loan in this instance is 20 years, except that properties under 10 years old can carry a loan period up to 30 years from year of construction, at an interest rate of $4\frac{1}{2}\%$. Loan periods in all cases cannot extend beyond retirement date of the borrower.

(d) An expansion of the traditional faculty housing program at Princeton University is in progress. For some years, approximately 50% of the full-time Princeton faculty have been housed in University rental properties, at monthly costs designed to cover real estate taxes, maintenance, and repairs, with no provision for any return on investment. The University's Mortgage Plan, which has also been in operation for a number of years, is being liberalized with respect to down payment on purchase of real estate. In the new Land Loan Plan, the University will make building lots, improved with utilities, available for \$1.00 each, for construction of a home by the individual for his occupancy and the surviving spouse. The condition of each transaction is that the University will repurchase the property on a no-loss no-gain basis (1) upon termination of association with the University; (2) at any time after retirement, as the individual elects; (3) on death of the individual, if the widow elects; (4) on the death of the widow, if the widow has elected life occupancy; and (5) upon the decision of the widow. The University will provide first mortgage assistance to cover total construction in an amount not to exceed \$30,000. The faculty member's equity investment will be 10% of the first \$20,000 of improvement cost, and 20% of the next \$15,000. Any expenditures in excess of \$35,000 are not subject to reimbursement by the University at the time of repurchase. Mortgages will bear interest at a flat 5% per annum with no amortization. An individual may increase his equity by lump sum payments if he desires.

Salary Rise at Yale University

President A. Whitney Griswold of Yale University announced (*New York Times*, October 14) salary increases ranging from \$500 to \$2,000 a year, effective July 1, 1958. The yearly cost of this program, including the University's share of accompanying increased benefits in the retirement and insurance plans, will amount to \$800,000. The rises aim to bring about more uniform and equitable salaries throughout the University. Instructors are to receive a minimum of \$5,000 and a maximum of \$5,500; assistant professors, \$6,000 to \$7,000; associate professors, \$8,000 to \$9,500; and professors, \$11,000 to \$18,000. The current salary ranges at Yale University for the four academic ranks are: \$4,500 to \$5,000; \$5,500 to \$6,000; \$7,000 to \$9,000; and \$10,000 to \$16,000. Yale University has given three general salary increases since 1940, at which time the averages for the four ranks were \$2,400, \$3,500, \$5,000, and \$7,500. President Griswold stated that the latest increases would make Yale's compensation, "to the best of our knowledge, second to none in any American university."

Proposed Salary Increases at Harvard College

Substantial increases in faculty salaries are included in the Program for Harvard College. This ambitious project, to be financed by a fund-raising campaign for \$82.5 million, is described in a promotional publication entitled *Harvard Today*, which states (October, 1957): "To attract the best teachers, Harvard must raise average salaries sharply in the next four years. Today instructors earn \$4,500, Assistant Professors average \$6,000, Associate Professors \$8,000, and Professors \$13,000. By 1960-61 these figures must be raised as follows: Instructors \$6,000, Assistant Professors \$7,500, Associate Professors \$10,000, Professors \$16,000."

Higher Salaries at Wellesley

Wellesley College recently announced (*New York Times*, September 22) a campaign to raise \$15 million for endowment funds to be used principally for increasing faculty salaries. The additional funds will also be applied to scholarly interests of the faculty, faculty housing on the campus, student scholarships, and a few building needs. Dr. Margaret Clapp, President of the College, and Dr. Palfrey Perkins, Chairman of the Board of Trustees, issued a statement on the need for training able teachers and the necessity for increasing teachers' salaries.

"Looking ahead to the nineteen sixties," the statement said, "when vastly larger numbers of students will be seeking admission to college, experts and the general public alike are now sharply aware that the greatest problem will be faculties, not facilities. Buildings can be created rapidly; college teachers cannot."

College Revenues

A recent article, entitled "Colleges Are Too Cheap" (*Fortune*, September, 1957), attempts to survey the most likely sources of revenue for the support of the coming expansion of colleges. The traditional methods of fund-raising are examined, and the author, Herbert Solow, concludes that they will not be sufficient to support an estimated total enrollment of about six million college students in coming years. Among the most necessary added costs of higher education, the author contends, is that of increased faculty salaries, which must be put into effect before enrollments are greatly expanded. The article presents strong arguments in support of the suggestion, admittedly controversial, that the needed money for higher education should be obtained by charging college students the full cost of instruction.

Increased Faculty Benefits Urged by President's Committee

In its *Second Report*, issued in July, 1957, the President's Committee on Education Beyond the High School made strong recommendations for the improvement of the economic status of college professors. The report states (pp. 6-7):

The Committee recommends to every board of trustees, every legislature, and all others responsible for academic budgets:

(1) That the absolute highest priority in the use of available funds be given to raising faculty salaries, with the goal of doubling the average level

within 5 to 10 years, and with particular attention to increasing the spread between the bottom and the top of each institution's salary structure;

(2) That action also be taken to provide at moderate cost such benefits as health and life insurance, adequate retirement programs, faculty housing, assistance for the education of faculty children, and similar measures whose costs to the institution are small compared to the benefits and attractiveness to faculty members. . .

The Committee urges the colleges and universities, as soon as they can narrow the present salary gap, to reverse the present "raiding" process by industry and others, and to recapture some of the many excellent people who would have preferred teaching but who earlier bypassed or left the profession because of stronger financial inducements elsewhere.

Bulletin Reports on Economic Status

Chapter officers are again requested to forward reports to the Central Office of verified data on recent salary advances and increased fringe benefits at their institutions. Committee Z plans to make such information a regular feature of this section of the *Bulletin*.

B. Other Developments

Governed by Laws or Men?

According to an Associated Press release of September 25, the Newark School Board reversed an earlier decision and voted to reinstate a high-school biology teacher who had invoked the Fifth Amendment. Last spring, the New Jersey State Supreme Court ruled that the school board had no right to dismiss teachers for having invoked the constitutional privilege against possible self-incrimination. One board member, who had previously voted to dismiss the teacher, gave the following reasons for his vote for reinstatement: "Happily, this is a land that is governed by laws and not by men. My personal feelings are not involved. . . . I will adhere to the (State) Supreme Court decision."

Censure of Rutgers Administration Recommended by Law Schools Association

The *New York Times* reported on October 11 that a recommendation for censure of the Administration of Rutgers University was adopted by the Committee on Academic Freedom and Tenure of the Association of American Law Schools. In announcing its recommendation, the Committee noted that in 1955 the Association of American Law Schools had requested a rehearing for Associate Professor Abraham Glasser of the Law School at Rutgers University, who resigned in 1953 under pressure after he had invoked the Fifth Amendment before the Un-American Activities Committee of the House of Representatives. The Committee also noted that the Rutgers Law School faculty had unanimously urged University officials to order a rehearing. An important factor in the requests for a rehearing was the question of "coercion" when Professor Glasser was given the alternatives of dismissal or resignation with severance pay. "It is a violation of academic due process to put a faculty member to such a choice," the Tenure Committee stated.

A special committee of the Rutgers Board of Trustees was appointed to consider the requests for a rehearing, and the report of this Board committee, released in April, 1957, declining to grant a rehearing, was the basis for the recent recommendation of the tenure committee. The censure recommendation will be considered at the annual meeting of the Association of American Law Schools in San Francisco in December, 1957. The Administration of Rutgers University was censured by the American Association of University Professors in April, 1956 (Spring, 1956, *Bulletin*, pp. 77-8).

The Quakers and Defense Grants

The *New York Times* reported on October 1 that Haverford College has decided to accept no grants from the Department of Defense for research projects. The Board of Managers announced, in a statement of policy, that its decision was made in the belief that such grants constitute "a threat to free academic inquiry in America" and are inconsistent with the pacifist principles of the Society of Friends. The announcement of the Board's decision apparently settled a campus issue which arose last January when three faculty members received permission to apply to the Department of Defense for research grants. The Board also announced its decision to encourage non-military research on the campus by establishing a special fund for such use. The establishment of this fund, the Board said, is an indication of the College's concern "about the abnormal control which the Department of Defense can now exercise over American education through its large and attractive resources." The Board's statement continues: "Faculty members [at Haverford] are and will continue to be free to pursue off-campus research of any nature, supported by any source, provided this activity does not conflict with their College duties."

Fellowship Awards in Natural Sciences

On October 5, the National Science Foundation announced that about 1,000 fellowship awards will be made in March, 1958 for advanced study and research in natural sciences. Grants will be made in four categories: (1) predoctoral, (2) postdoctoral (recent recipients of the doctor's degree), (3) senior postdoctoral (candidates who have held the doctor's degree for more than five years), and (4) all college science teachers.

Stipends will range from \$1,600 to \$3,800 for applicants in groups (1) and (2) and will match regular salaries of applicants in groups (3) and (4). Dependency allowances, tuition and laboratory fees, and travel allowances will also be provided.

Application forms for grants in groups (1) and (2) are available from the Fellowship Office, National Academy of Sciences, 2101 Constitution Avenue, N. W., Washington, D. C. Deadlines for receipt of applications are December 23 for group (1) applicants and January 3 for group (2). Applicants for groups (3) and (4) can obtain forms from the Division of Scientific Personnel and Education, National Science Foundation, 1520 H Street, N. W., Washington, D. C. Deadline is January 13.

Fellowships for College Teachers in the South

The Southern Fellowships Fund recently announced its 1958 program of grants for advanced study and research. The primary purpose of the awards is the advancement of teaching and scholarship in colleges and universities in the Southern area. Those encouraged to apply are faculty members at Southern institutions who are candidates for the doctor's degree, and senior undergraduates at specified Southern institutions who wish to prepare themselves for a career of college teaching in the South. A limited number of grants are available to assist faculty members who wish to pursue their graduate studies during the summer of 1958. A pamphlet on these fellowships is available on request: The Southern Fellowships Fund, 119 North Columbia Street, P. O. Box 427, Chapel Hill, North Carolina.

Publications Describing Student Aid

Two publications, issued by the United States Office of Education, list the various types of financial aid available to college students. (1) *Financial Aid for College Students: Undergraduates*, with data listed by states and institutions, is available at \$1.00 per copy. (2) A new companion publication, *Financial Aid for College Students: Graduates*, priced at 50 cents a copy, provides information about fellowships, loans, and campus employment opportunities for graduate students. Over 1,500 institutions, enrolling more than nine-tenths of the nation's college and university students, reported some form of student financial aid. Copies of the two publications may be obtained from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.

Bibliography on College Teaching

An annotated bibliography on college and university faculty members and instructional methods, prepared by Dr. Walter Crosby Eells, and entitled *College Teachers and College Training*, was published in July, 1957, by the Southern Regional Education Board, 881 Peachtree Street, N. E., Atlanta 9, Georgia. The bibliography contains 2,665 items which appeared during the twelve-year period, 1945-1956; the arrangement by subjects, the ample cross-references, and the indexes are helpful. The compiler chose to omit references to most of the publications on "Academic Freedom," but other subjects of general interest to the profession have adequate coverage. For instance, "Administrative Responsibility" has 61 entries; "Economic Status," 203; "Retirement," 86; "Tenure and Dismissal," 16; "Teaching Load," 20; and "Teaching Methods—Special Fields," 439. (Cf. *AAUP Bulletin*, Autumn, 1957, pp. 458-60.)

Recent Report on Teacher Education

A provocative report by Professor Paul Woodring, entitled *New Directions In Teacher Education*, was recently published by the Fund for the Advancement of Education. The major purpose of this report is to provide an overall review of the individual teacher education pro-

grams which received grants from the Fund; but certain portions, especially chapters II and V on "The Two Traditions of Teacher Education in the United States" and "A Look Ahead," contain challenging observations on the whole problem of teacher training. Copies of this report are available from the offices of The Fund for the Advancement of Education, 477 Madison Avenue, New York 22, New York.

Bibliographies of Liberal Education in Law and Medicine

The first project of the Institute of Higher Education at Teachers College, Columbia University, is the compilation of an annotated bibliography of the literature relating to liberal education in the professions. In preparation for the forthcoming volume, the Institute has issued mimeographed copies of "Bibliography on Liberal Education and the Law" and "Liberal Education and Medicine: a Bibliography," which are now available without charge. Requests for the two bibliographies should be addressed to Mr. Earle J. McGrath, Executive Officer, Institute of Higher Education, Teachers College, Columbia University, New York 27, New York.

Dr. Glass Speaks on Radiation

Dr. Bentley Glass, Chairman of Committee A and nominee for the Presidency of the Association, took part recently in a panel discussion of the potential hereditary dangers of excessive exposure to radiation. The symposium opened the annual meeting of the American Roentgen Ray Society in Washington on October 1. Dr. Glass, a prominent geneticist on the faculty of The Johns Hopkins University, stated that among geneticists there is a general agreement that any amount of radiation reaching the reproductive organs can damage hereditary cells, thus causing future abnormalities. Dr. Glass estimated that the present level of medical radiation exposure to reproductive organs, if continued over a thirty-year period, would result in 6,000 children having undesirable mutations out of 4,000,000 born annually in the United States. If radiation exposure were continued, he predicted, the number of babies with harmful mutations would rise to 100,000 annually. "These numbers are clearly not negligible and must cause great concern," Dr. Glass told the 2,000 radiologists at the symposium. While his estimates were projected for the future, Dr. Glass indicated later that the thirty-year level of mutation rate probably had been reached because of previous use of medical radiation.

Documentary Film on American Colleges

A motion-picture film entitled *Endowing Our Future*, designed as a working tool for the educational fund raiser, has been produced by the Sears-Roebuck Foundation. In September, the members of the Association's professional staff in the Central Office enjoyed a preview of the film, and they agreed with the reviewer of the *New York Times*, who described it as a "brilliantly fabricated documentary . . . which appraises the history, problems and prospects of American higher education with a brisk, searching intelligence that educators, collegians, and their parents should find pertinent and inspiring." The film is available without

charge to colleges and universities. Applications to borrow prints, complete with a description for showing, should be made to: Modern Talking Picture Service, Inc., 3 East 54 Street, New York 22, New York.

Desegregation in South Carolina

On September 14, 1957, Mr. Andre Toth, Hungarian refugee and recipient of a scholarship, entered Allen University as the first white student to be enrolled in the eighty-seven-year-old private institution. On September 16, the South Carolina State Board of Education voted unanimously, "in the public interest, to withhold the certification of Allen University graduates." *The Nation* (September 28, p. 190) quotes President Frank Veal as stating, "This means our graduates will not be able to get teaching certificates in this state. Our only comment is that Mr. Toth will remain with us."

Corporate Aid to Higher Education

The Gulf Oil Corporation recently announced an expanded program of financial aid to higher education. The new plan adds about \$250,000 annually to the amount which this corporation has been budgeting for aid to education in recent years. The Gulf program of aid has six features: (1) merit scholarships for employees' children, with grants to the colleges chosen by the scholarship winners; (2) a grant to match any gift up to \$1,000 which a qualified Gulf employee makes to his alma mater, if the institution is privately financed and is accredited; (3) employment of fifteen college teachers to serve as consultants to the company during a summer vacation; (4) unrestricted grants, totaling \$90,000 annually, to independent colleges; (5) forty annual grants of \$1,000 each to undergraduate departments of colleges and universities which have programs of particular interest to the company; and (6) a continuation of the Graduate Fellowship Program, which awards twelve fellowships annually, having stipends of \$2,000 each plus tuition and fees, to graduate students, and additional unrestricted grants of \$500 to each of the departments in which the Gulf fellows enroll. An attractive brochure entitled *Gulf Aid to Education* is available upon request: Gulf Oil Corporation, Gulf Building, Pittsburgh 30, Pennsylvania.

Organizational Notes

Committee A Investigations

Special investigating committees of the Association have recently submitted reports dealing with dismissal cases at the University of Vermont, New York University, Dickinson College, the University of Michigan, Reed College, and the University of Southern California. These reports are presently under consideration by Committee A. It is hoped that these, and perhaps other reports, together with a statement by Committee A, can be published in a Supplement to the *AAUP Bulletin* in February, 1958. This should be an important publication and chapters should plan to give careful consideration to it prior to the 1958 Annual Meeting in April.

Special committees have recently visited Texas Technological College and Alabama Polytechnic Institute, to investigate dismissals that took place at these institutions earlier this year, and the Michigan College of Mining and Technology, to investigate a dismissal there several years ago.

Membership Drive

The Association's national membership drive, initiated last year, is being continued throughout the present academic year. Chapters throughout the country are cooperating in this effort. Bertram H. Davis, of the Central Office, is devoting much of his time to membership matters and is prepared to offer assistance to chapters in their efforts to bring the Association to the attention of eligible colleagues. For the first three quarters of the present calendar year, nominations to Active Membership increased nearly 20 per cent over the same period of last year, as follows:

	1956	1957	% of increase
Spring	1333	1450	8.8
Summer	740	1030	39.2
Autumn	341	389	13.8
Total	2414	2869	18.8

At the time this is being written, it appears that nominations for the final quarter of 1957 will show an increase of around 100 per cent over the final quarter of 1956.

Junior Members

The Association is making a special effort this year to recruit Junior members. In the past, graduate students have often remained ignorant of the Association and its program until they actually embarked upon teaching careers; and when they joined the faculties at institutions where no chapter of the Association existed, they often remained outside the Association for the duration of their careers.

A large number of professors in graduate schools are supporting this drive by calling the Association to the attention of their students, and describing its purposes and activities. The cooperation of all Association members in graduate schools in the furtherance of this activity is earnestly invited.

New Chapters

Since the opening of the current academic year Association chapters have been established at the following institutions: Bakersfield College; Barat College of the Sacred Heart; Columbia College (South Carolina); Teachers College at Potsdam (New York); State Teachers College (Edinboro, Pennsylvania); Savannah State College; and Thiel College. The former chapter at the Texas College of Arts and Industries has been reactivated.

1958 Annual Meeting of the Association

In keeping with the Association's policy of holding successive Annual Meetings in different parts of the country, the 1958 Meeting is to be held in Denver, Colorado. The time is April 25 and 26. It will take a special effort to bring attendance up to the high level of the St. Louis and New York meetings of the past two years. Chapters are invited to make early plans for representation at the Meeting.

Recommended Institutional Regulations on Academic Freedom and Tenure

At a meeting held in August, 1957, Committee A approved a set of recommended regulations covering faculty appointments, academic freedom and tenure, and proceedings in dismissal cases. These are available for distribution to chapters, faculties, and administrative officers whenever an institution's regulations on these subjects are being formulated or revised. Copies have been sent to chapter officers. Additional copies will be sent from the Central Office on request.

AAC-AAUP Joint Committees

Two joint committees representing the Association of American Colleges and the American Association of University Professors are presently at work preparing statements on, respectively, procedural standards in dismissal cases, and retirement and fringe benefits. It is expected that these statements will be submitted to both organizations for consideration and adoption during the next year.

Meiklejohn Award

In February, 1958, the Association hopes to announce the name of the first recipient of the Alexander Meiklejohn Award for Academic Freedom. The award, established by gifts from alumni and former faculty members of the Experimental College at the University of Wisconsin, is to be given each year for an outstanding contribution to the cause of academic freedom made by a president or other administrative officer, a member of a board of trustees, or a board of trustees as a group, of an American college or university. If the Association is to present the award to

the worthiest candidate, it must rely in large part on the recommendations of chapter officers and members. Such recommendations are invited and should be sent to the General Secretary.

Directorship of the Retired Professors Registry

Mr. Louis D. Corson has been appointed Director of the Retired Professors Registry by a joint committee representing the Association of American Colleges and the American Association of University Professors (for announcement of the sponsorship and endowment of the Registry, see *Bulletin*, Vol. 43, pp. 550-51). Mr. Corson will be responsible for the establishment and administration of this national register of retired college and university faculty members, which will function as a semi-autonomous organization. The Washington office of the Registry will be opened soon after January 1, 1958. Mr. Corson, who has been Dean of Men at the University of Alabama since 1955, has held positions of administration and teaching at, respectively, Florida State University and West Virginia University. He received the Bachelor of Arts and Master of Arts degrees in history from West Virginia University, and the Doctor's degree in higher education from Stanford University. Mr. Corson also served as a commissioned officer with the Air Force during World War II and the Korean conflict.

Activities of Staff, Officers, and Association Representatives

On October 19, Dr. Carr addressed a meeting of the Association's New York State Conference at Hamilton, New York. On October 27, he was a guest speaker on the program "The 25th Semester," produced by the National Broadcasting Company and televised over WRC-TV. At the time this issue of the *Bulletin* went to press, he had accepted invitations to address the City College of New York Chapter on November 21, the Long Island University Chapter on December 11, and the Annual Meeting of the District of Columbia Political Science Association, to be held December 7, on the subject "The Supreme Court and Academic Freedom." On December 4, Dr. Carr was scheduled to deliver the address at a celebration at Morgan State College commemorating the anniversary of the Bill of Rights. Dr. Shannon attended a meeting of the Association's Southwest Region, held at Texoma, Oklahoma, on November 2-3. On November 4, he addressed the Chapters of North Texas State College and Texas Woman's University, both at Denton, Texas. On November 7, he spoke to Association members and others from Houston at the Dental Branch of the University of Texas. On November 8, at Houston, Dr. Shannon and the Association's First Vice-President, Professor James Holladay, participated in a panel discussion on the Southern Scholar, sponsored by the Southern Historical Society and the American Studies Association. The final engagement of Dr. Shannon's trip to the Southwest was at Edinburg, Texas, where he addressed the Pan American College Chapter and Association members from the Texas College of Arts and Industries. On June 8, Dr. Fidler spoke to a special committee of the New York State Teachers Association on the subject of merit raises in higher education. He also participated in a panel discussion on "Faculty Hiring and Resignation Ethics," sponsored by the Pennsylvania

Association of Colleges and Universities at Wernersville, Pennsylvania, on October 21. Another panelist on the same program was Dr. G. Wayne Glick, President-Elect of the Franklin and Marshall College Chapter. All staff members attended meetings of the American Council on Education at the Mayflower Hotel, in Washington, on October 10 and 11.

On October 11, the President of the Association, Professor Helen White, met with the Executive Committee and other members of the Rutgers University Chapter of the Association. Professor James Holladay addressed the Association's Mississippi Council at Millsaps College on September 28. On October 10, Professor Forrest E. Long (New York University), a member of Committee C, spoke at a meeting of the Chapter of the Teachers College at Cortland, New York. Professor James F. Day, Vice-President of the Allegheny College Chapter, and Professor Arthur H. Scouten (University of Pennsylvania), a member of Committee E, represented the Association at the organizational meetings of Chapters at Thiel College and Beaver College. Professor Scouten addressed the Lebanon Valley College Chapter on October 11. On October 19, Professor James C. Nelson (State College of Washington), a member of Committee E, spoke to the Association's Pacific Northwest Conference at Tacoma, Washington, on the problems of increasing membership and organizing new chapters. On November 7, Professor Fritz Machlup (Johns Hopkins University), a member of the Council, was guest speaker at a meeting of the University of North Carolina Chapter.

Professor William R. Dell, of Eastern Washington College of Education, represented the Association at the inauguration of The Very Reverend Edmund W. Morton, S. J., as President of Gonzaga University, on October 6, 1957. Professor Edgar W. Hirshberg, of East Carolina College, attended the inaugural ceremonies for President Bruce Ezell Whitaker, at Chowan College, on October 11. Professor Paul E. Brown, of Westminster College, attended the ceremonies on October 12 installing Dr. Edwin Cameron Clarke as President of Geneva College. Professor Thomas R. Ross, of Davis and Elkins College, was invited to attend the inauguration of President Stanley Hubert Martin, at West Virginia Wesleyan College, on October 25.

Father Halton, the Association, and Princeton University

On September 23, 1957, President Robert F. Goheen of Princeton University announced that, by vote of its trustees, the University was withdrawing its recognition of Father Hugh Halton, O.P., as the denominational chaplain to Catholic students at Princeton. Since it has been widely reported in the press that Father Halton vigorously attacked the American Association of University Professors, it seems appropriate here to make a statement of the facts in this matter as they are known to us.

Father Halton's references to this Association have been reported as follows:

He [Father Halton] . . . has held the American Association of University Professors responsible for a "decay of patriotism and morals" in America.

—*The New York Times*, October 24, 1957

He [Father Halton] has strongly criticized the Princeton unit of the American Association of University Professors, charging that the members are "atheistic, and morally and politically subversive."

—*The Commonweal*, October 11, 1957

The A.A.U.P., said Halton, contains "abuses more serious than have been found in . . . the Teamsters Union," and there is "more licentiousness in the A.A.U.P. than in the Communist Party."

—*Life*, October 7, 1957

While he refused to make specific charges against the AAUP or any of its Princeton members, Halton disclosed plans for a speech during mid-May at a large mid-western university where he will deal specifically with the AAUP and disclose names. . . .

—*The Daily Princetonian*, April 29, 1957

In his September 23 announcement, President Goheen stated:

. . . Under claims of advancing the pursuit of truth, he [Father Halton] has resorted to irresponsible attacks upon the intellectual integrity of faculty members. The nature and the manner of his charges can only be recognized as designed to foment a highly emotional form of controversy and to provoke hostility and disrespect where friendship and respect had long existed. His accusations in the past year have broadened into large, unsubstantiated charges of malfeasance against the administration of the University and against a number of other respected and stable institutions as well. For tactics of this sort no university devoted to freedom of rational inquiry and debate need make a home. This is particularly so in this case, where the offending individual has managed to alienate from himself many of the Catholic students and faculty members who looked to him for guidance. It was to tend them that he was received by the University.

Consequently, the University has informed the appropriate authorities of the Roman Catholic Church that it no longer finds it proper to extend to Father Halton its recognition and privileges. At the same time, we have expressed our sincere hope that another priest qualified to fulfill the responsibilities implied in his University association will be assigned to minister to the Catholics in the University.

. . . This is not an issue of academic freedom. The University has not set itself against the Catholic church. The one point of issue is whether Father Halton is entitled to retain the privileges which the University had, of its own will, extended to him.

In the September 27 issue of *The Monitor*, the official Catholic newspaper of the Diocese of Trenton, appeared the following statement by Bishop George W. Ahr:

The Aquinas Institute was established and its Director appointed under the authority of the Bishop of Trenton, to care for the spiritual needs of Catholic students who attend Princeton University. The first representations made to the Bishop of Trenton in this matter by anyone of official standing at the University came in August, when I was informed of the decision which the Board of Trustees had made in June. In my opinion it was, in effect, an ultimatum from the Board of Trustees to remove Fr. Halton as Director of

the Aquinas Institute, or have his recognition and privileges withdrawn by the University. To have removed Fr. Halton under those circumstances would have been tantamount to placing the responsibility for the existing situation upon him. This I am unwilling to do. . . . The basic issue is the right of a priest charged with the spiritual care of Catholic students in a secular university to speak out in defense of the faith and morals of those committed to his care.

The published reports do not recount the personal vilification that has been visited upon Fr. Halton in the Princeton community since first he undertook so to speak.

For the present, the facilities of the Aquinas Institute will continue to be available to the Catholic students at Princeton. Fr. Halton will continue as Director. . . .

On October 4, the General Secretary of the Association wrote directly to Father Halton asking for the text of sermons or statements in which he had referred to the American Association of University Professors. Father Halton replied by letter on October 7, and sent a copy of a long "statement to the press" which he had made on September 28. This statement made no reference to the Association and Father Halton did not otherwise respond to the request made in the General Secretary's letter. In his letter he did write:

My criticisms of some AAUP premises and policies—pro and con—have been predicated on material in the AAUP Bulletins. I hope you will be pleased and not think me arrogant for saying that I have read every volume from cover to cover. I'm sure this must establish some kind of record.

Like any human institution with a history of forty years and more, the AAUP has merited praise and attracted censure. I have both praised and censured, as you would wish me to do in the name of intelligent debate in a free society.

Resolutions for Consideration at 1958 Annual Meeting

By vote of the Council, conferences, chapters, and members wishing to have resolutions considered at an Annual Meeting of the Association, must submit such resolutions in advance to the Resolutions Committee. The deadline for receiving such resolutions for the Denver Meeting is March 15, 1958. Resolutions should be sent to the General Secretary in Washington for forwarding to the Chairman of the Committee. An announcement of the Committee's membership will appear in the Spring issue of the *AAUP Bulletin*.

Only resolutions which have been submitted under the rule, and resolutions dealing with matters that arise subsequent to March 15, 1958, may be moved from the floor. In this connection, resolutions are to be distinguished from motions relating to Association business, which are always in order at proper points in the agenda.

Additional Committee Assignments

Notices of appointments to Association committees appeared in the Spring, 1957 (pp. 96-98) and Autumn, 1957 (pp. 551-52) issues of the *Bulletin*. The following appointments have been made since August 25:

Committee A on Academic Freedom and Tenure

Walter P. Metzger (History), Columbia University

Committee C on College and University Teaching, Research, and Publication

Subcommittee C-2 on Research, Artistic Creation, and Publication

Forrest E. Long (Education), New York University

Committee D on Accrediting of Colleges and Universities

James W. Fesler (Political Science), Yale University

Committee T on Faculty-Administration Relationships

C. Ferrel Heady, Jr. (Political Science), University of Michigan; *Chairman*

Wood Gray (History), George Washington University

Committee Z on the Economic Status of the Profession

Subcommittee Z-3 on Standards

Francis M. Boddy (Economics), University of Minnesota; *Chairman*

Willard L. Thorp (Economics), Amherst College

Subcommittee Z-4 on Retirement

Laurens H. Seelye (Philosophy), American College for Girls at Istanbul, Turkey

Editor's Notes

Thinned Down

At this writing, we estimate that the Winter *Bulletin* will contain approximately 130 non-advertising pages, as compared to 172 for Spring, 164 for Summer, and 170 for Autumn. In all probability, the Spring (March), 1958 number will also be scaled down. This attenuation is deliberate, giving partial budgetary compensation for the extra (April) issue of this year and the extra issue planned for February, 1958 (see above, p. 678). Naturally, we don't like to do this, for we have a quantity of good articles on hand, with many decisions overdue, and every reduction in *Bulletin* space increases our embarrassment. More important than our personal feeling, however, is the matter of basic policy—the role of the *Bulletin* as the Association's principal means of communication with its members, the rest of the academic profession, and the interested public. Some time, before the end of our remaining months of editorship, we may try to say what we think the *Bulletin's* role is, and why we think its role is important. Meanwhile, we hope our readers will read "Permissions and Notices," below.

We are, of course, fully cooperative. That is, we recognize the priority of such things as Committee A reports and nominations for membership. Our prayer is (1) for better behaved administrations, fewer Committee A reports, and more *Bulletin* space; and (2) for longer lists of nominees, more dues payments, and a larger *Bulletin* budget.

Himstead Portrait

Contributions for an oil portrait of Ralph E. Himstead (Autumn *Bulletin*, p. 430) have come in respectably, but not the way they should have come, considering what Ralph Himstead *was* to the Association. We accept, with understanding, such facts as the inevitable succession of "a generation that knew not Joseph," or knew him only after his eyes were dim and his arm weak. This note is intended particularly as a reminder to those absent-minded oldsters (past 39), many of them REH's friends, who intend to send something, but have neglected it. As for the youngsters, if they would know what manner of man this was, let them look back at the opening pages of the Autumn, 1955 *Bulletin*, or write us for a reprint of the same.

William Bennett Munro

One of the Association's "Founding Fathers," William Bennett Munro, Professor Emeritus of History and Government at California Institute of Technology, died on September 4, in Pasadena, at the age of 82. Professor Munro was born in Canada, and was educated at Queen's University, Harvard, Edinburgh, and Berlin. After his apprentice years,

his long professional career was divided between Harvard and California Institute of Technology. He was the author of more than 25 books, and was a member of learned and professional societies, serving as President of the American Political Science Association and the American Association of University Professors.

Among Professor Munro's non-scholarly activities were journalism and military service. On retirement from the faculty of California Institute of Technology, in 1945, he became Treasurer, and then Trustee, of that institution. He was also, for six years, a member of the Harvard Board of Overseers, and he served on the boards of other educational, cultural, welfare, and business organizations. He was Chairman of the California Community Foundation.

Professor Munro was a charter member of the American Association of University Professors, a member of its original "Committee on Organization," and a member of its first elected Council. His presidency of the Association (1930-31) has been mentioned. The Association's earlier records, as preserved in the *Bulletin*, testify abundantly to Professor Munro's activity in the Association and his many contributions to the establishment of its procedures and clarification of its principles. His death is a source of regret, not only to those who knew him personally, and to colleagues in his field of scholarship, but also to those who have read something of his recorded activities in the affairs of the Association.

Black and White Horses

Most readers will recall Professor Harold Hand's "Black Horses Eat More Than White Horses," in the Summer *Bulletin*, and will still remember it, we hope, in March, 1958, when we may publish one or two replies to it. If a reply was to be published, it would better have been published, of course, not later than this present issue, and this note is offered in recognition of our delay. The articles under consideration criticize Professor Hand's use of statistics, but since the criticisms are not identical, our question was whether the situation required the publication of both—or, for that matter, of either. Being no mighty hand at figures, we took time to consult experts. Experts, however, have a way of increasing our confusion; so, when the printer's deadline came, we had made no decision, and Professor Hand had not been given an opportunity to read the criticisms and make, perhaps, a polite rejoinder. Hence, nothing on horses in this issue.

Professor Ward Resigns

Several times since the completion of the most recent study by Committee T of the place and function of faculties in college and university government (*Bulletin*, Winter, 1952, Summer, 1953, Spring, 1955), Professor Paul W. Ward (Syracuse University) has asked to be relieved of the chairmanship of Committee T. This request has finally been granted, and a successor will be named as soon as possible. This is a striking instance of the loss of experienced leadership which the Association must expect to suffer from time to time. Professor Ward, a member of the Association since 1926, became Chairman of Committee T in 1938. He also served for one year (1939-40) as Associate Secretary of the

Association, and he spent a semester in the Central Office in 1953, while completing the most recent Committee T report.

No committee chairman has ever believed more sincerely in the worth of his committee's activity, entered into his work with greater enthusiasm, sustained it with more complete devotion, recorded it more meticulously, or had more readily at his fingers' tips the information assembled by his committee, or been more willing to inform and advise by drawing on his large knowledge. His investigations of faculty participation were models of order and consistency; and within weeks of his final resignation, he was devising new lines of inquiry calculated to reveal significant relationships between faculty participation and other aspects of academic activity.

Professor Ward and his committee have established a solid basis of information and recommended principles from which their successors can proceed confidently to meet the new demands of the times. The committee, and Professor Ward in particular, deserve a large measure of the Association's gratitude.

Advertising Council

Since April, 1957, the Advertising Council, using sponsored advertisements, television and radio announcements, posters, and other media, has conducted its campaign in behalf of higher education. (See *AAUP Bulletin*, Winter, 1956, pp. 748-49, and Spring, 1957, p. 103.) The Council was active in directing the attention of both educators and journalists to American Education Week (November 10-16). New advertisements have recently been mailed to the editors of newspapers and magazines. The American Association of University Professors and other educational organizations have given advice and encouragement to the praiseworthy efforts of the Advertising Council.

Victorian Studies

We are glad to notice the inauguration of a new learned journal, *Victorian Studies*, a quarterly (\$5.00 a year), published at Indiana University by Phillip Appleman, William Maden, and Michael Wolff. This journal will cover broadly the significant field indicated by its title.

Permissions and Notices

"An Experiment in Undergraduate Thinking," by Julius Seelye Bixler (Summer, 1957), reprinted in *The Education Digest*, October, 1957.

"Faculty Rank for Library Staff Members in Medium-Sized Universities and Colleges," by Robert H. Mueller (Autumn, 1953), to be published in a book on the status of college and university librarians, being prepared by the Association of College and Reference Libraries, a division of the American Library Association.

"The Usefulness of the Impossible," by Billy E. Goetz (Summer, 1956), to be reproduced for use at Paperwork Simplification Conferences and other programs conducted by The Standard Register Company.

"Scholarly Style, or the Lack Thereof," by Sheridan Baker (Autumn, 1956), to be mimeographed for distribution by the Wildlife Management Institute.

The Montgomery (Alabama) Advertiser, October 4, 1957, devoted an editorial to the *Bulletin* ("a first rate magazine, by the way") and to the Association's activities in behalf of academic freedom (commended), and concluded with a quotation from "The Meanings of Academic Freedom," by Max Mark (Autumn, 1957).

A passage from Dr. Carr's "A Letter from the General Secretary" (Autumn, 1957) was quoted in an editorial, "The Meanings of Academic Freedom" (Max Mark's title) in a recent issue of the *Hustler*, the student newspaper of Vanderbilt University. The editorial was *pro* freedom, *anti* the dismissal of a teacher by Alabama Polytechnic Institute for reason of his racial views (see above, p. 678).

The new Editor of *Publications of the Modern Language Association* ("For Members Only" section) recently hinted some disillusionment with professors who write in a "clotted and long-winded" style, and directed them to "Scholarly Style, or the Lack Thereof," by Sheridan Baker, who, says *PMLA*, "waives generalities and gets down to specifics. . . . His closing seven comments seem elementary, but we wish, at times, we had a thousand offprints for discreet distribution in fulfilling our new duties."

With the seven items here recorded, *Bulletin* contributions have, to our knowledge, been reprinted, reproduced by other methods, excerpted, or publicly commended 37 times in 1957. Last year the number was 28, and in 1955 (when we began to keep track) it was 8.

Character Building

The *Washington Post* published the following AP dispatch a few months ago. The indications of omission are the *Post's*, not ours.

The coach of Oklahoma's seemingly unbeatable football squad offers this recipe for building good athletes and team spirit: group prayer and Christian self-denial.

Bud Wilkinson told a Campus Crusade for Christ banquet last night that in sports as in life "those with deep religious convictions . . . have the poise and confidence necessary for success." He added:

"The team that prays together plays together . . . prayer helps the player find the right place for himself on the team, and gives the team a unified spirit it can never attain in any other way. . .

"Jesus said we must deny ourselves. An athlete who practices Christian self-denial will not be swayed by popularity or material appeal and has the proper perspective desired in an athlete."

Wilkinson said that more and more coaches are feeling the impact of Christianity and more and more teams are opening and closing their contests with prayer.

"Christianity," he said, "helps us to have values beyond the daily run of life and helps us to achieve our objectives and to live a better life, making a more valuable contribution in whatever we do."

Membership

Membership in the American Association of University Professors is open by nomination and election to teachers and research workers on the faculties of approved colleges and universities (those on the lists of the established regional or professional accrediting agencies, subject to modification by action of the Association), and to present or recent graduate students of those institutions.

A prospective member must fill out the appropriate nomination form, have it signed by an already Active member, and send it to the Central Office. When eligibility has been established there, the nominee's name is published in the next issue of the quarterly *Bulletin*, and barring a sustained protest from the membership, his election to membership by the Committee on Membership takes place about six weeks after such publication.

The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose names are published in the Spring or Summer issue of the *Bulletin* becomes effective as of January 1 of the current year. The membership of nominees whose names are published in the Autumn or Winter issue of the *Bulletin* becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.

Classes of Membership

Membership by Nomination and Election

Active. One is eligible for Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research, with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association). Annual dues are \$7.50.

Junior. One is eligible for Junior membership if he is, or within the past five years has been, doing graduate work in an approved institution. Annual dues are \$3.00. One may not become a Junior member if he is also eligible for Active membership, and a Junior member must be transferred to Active membership as soon as he becomes eligible.

Membership by Transfer

Associate. An Active or Junior member whose academic work becomes primarily administrative must be transferred to Associate membership, a relatively inactive status. Annual dues are \$3.00.

Emeritus. Any member retiring for age from a position of teaching or research may, at his own request, be transferred to Emeritus membership. Annual dues are \$1.00.

Continuing Membership

Once elected, a member may change his occupation or transfer to an institution not on the Association's approved list without affecting his eligibility for continuance of membership.

Suspension or Resignation

One who chooses to have his membership temporarily suspended or permanently terminated must send written notice of his wish to the Central Office. In the absence of such notice, he is carried in the membership files for one calendar year, during which he receives the *Bulletin* and incurs an obligation to pay dues.

Reinstatement

One who wishes to resume his membership after it has lapsed should not go through the processes of nomination and election again, but should write to the Central Office asking to be reinstated. The only requirement for reinstatement beyond such a request is the payment of any dues (never more than one year's assessment) owing at the time membership was terminated.

Nominations for Membership

The following 1210 nominations for Active membership and 126 nominations for Junior membership are published as provided in the Constitution of the Association. Protests of nominations may be addressed to the General Secretary of the Association, who will, in turn, transmit them for the consideration of the Committee on Membership. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee on Membership questions concerning the technical eligibility of nominees for membership as provided in the Constitution of the Association. To be considered, such protests must be filed with the General Secretary within thirty days after this publication.

Initial List of Nominations¹

Active

DISTRICT I—ARIZONA, CALIFORNIA, NEVADA, UTAH, (HAWAII).

Arizona State College, Margaret G. Hagler, Malcolm S. Torgerson; University of Arizona, Warren H. Anderson, Kenneth D. Dimmick, Bernard C. Hennessy, Philip J. McFarland, Patricia M. Peteler; U. S. Army Language School, Jean-Jacques Tourand; Bakersfield College, Richard B. Ruiz, Sewell E. Slick, Shirley R. Trembley, Willard W. Trusler; California Institute of Technology, Julius Miklowitz; Chapman College, Harold O. Dyrenforth, Netter R. Worthington; Fresno State College, Gilbert Peart; George Pepperdine College, Nona H. Cannon, Hendrikus Sjaardema, Orval L. Wigger; Golden Gate College, Howard J. Taubenfeld; Humboldt State College, Paul G. Johnson; Los Angeles City College, George W. Dell; Los Angeles State College, Aaron Kriegel; Sacramento Junior College, John A. Turaidis; San Diego Junior College, Irvin S. Gress, Ellis B. Page, Joseph E. Sardella; San Diego State College, Robert J. Mack; University of San Francisco, Desmond J. Fitzgerald; Shasta College, Donald G. Bertucci, Grenville H. Gibbs, George C. Kutras, James S. Loveall, Raymond F. O'Brien; Stanford University, Jack R. Benjamin; University of Utah, John W. Twente, Jr.; Yuba College, Albert W. Attwell.

DISTRICT II—IDAHO, MONTANA, OREGON, WASHINGTON, (ALASKA).

Idaho State College, Christina M. Eccles, Audrey Greenwood, Maurice R. Legris; University of Idaho, Herbert Izbicki; Montana State College, Franklin S. McFeely; Western Montana College of Education, Wesley Caspers, John R. Cumming; University of Oregon, Robert F. Fagot, Robert W. Leary, Abraham S. Luchins; Western Washington College of Education, Bernard L. Boylan.

DISTRICT III—IOWA, MINNESOTA, NORTH DAKOTA, SOUTH DAKOTA, WISCONSIN.

Augustana College (South Dakota), Richard W. Flint; Coe College, Betty P. Debban, Frank C. Pennington; Des Moines Still College of Osteopathy & Surgery, Israel B. Chaiken, Henry J. Ketman, John C. Luly, Edward R. Minnick, Leo Subotnik; Grinnell College, James D. Kissane, Lyle E. Pursell; Iowa State College, Albert Buckberg, Charles Leven, Marshall F. Ruchte, Earl J. Schweppe, George Seifert, Henry P. Thielman; Marquette University, Sidney Rosen; Mankato State College, Eddice B. Barber, Robert H. Becker, Rex J. Burbank, Elizabeth Anne Cook, Warren L. Dumke, Frank L. McCormick, Craig G. Purdy; Moorhead State College, Delsie M. Holmquist, Shelda Ann Jacobson, Evelyn R. Larson; Winona State College, Edward B. Jesson; University of Minnesota, Mary Corcoran, Yale Kamisar, Arnold Lazarow, Richard H. Lindeman, John K. Love, Gordon Mork, Arden K. Ruddell; Ripon College, Dino Zei; St. Olaf College, Eileen A. Fehner; Wisconsin State College (La Crosse), Holger R. Stub.

DISTRICT IV—COLORADO, KANSAS, MISSOURI, NEBRASKA, WYOMING.

Central College (Missouri), James M. Innes, Arthur H. Sinclair, Henry A. Williams, Jr.; Colorado College, Paul T. Bechtol, Alvin Boderman, Harry F. Booth, DWane R. Collins, Wilson Y. Gateley, Donald P. Greene, Lucius T. Grose, William E. McMillen, Carl L. Roberts, Jr., Dorothy E. Rundell; University of Colorado, William E. Briggs; Creighton University, Robert H. Schemel; Doane College, Jessie N. Hawkes, Lillian Porter; Harris Teachers College,

¹ See Supplementary List, pp. 695-702.

Norman R. D. Jones; **Hastings College**, Robert J. Boyd, Robert E. Buzza, Philip A. Giffin, Eugene S. Haugse, Frank S. Hewitt, W. Ralph Lamb, William A. McCall, James L. Standley, Jr.; **University of Kansas**, Elton D. Scheideman; **Central Missouri State College**, James D. Corey, Bertha A. Hopkins, William S. Stoney, Randolph O. Yeager; **Northwest Missouri State College**, Ralph F. Cater, Howard A. George, Charles L. Hyde, Laura F. Jackson, Karamaneh P. Oschwald, Richard A. Oschwald, Donald F. Peel, Doris F. Pierce, M. Thomas Sheldon; **University of Nebraska**, Keith M. Aldrich, Gayle B. Childs, Paul Goldhammer, Paul H. Olson, Fern Rennebohm, K. Warner Schaie; **St. Louis University**, Marian A. DeMenil, Robert F. Jelinske, Thomas P. Neill, Daniel J. O'Neill, Henry J. Schmandt, James N. Welch, Virginia C. Welch; **Sterling College**, Helen F. Brooks, Eunice P. McGill.

DISTRICT V—ARKANSAS, NEW MEXICO, OKLAHOMA, TEXAS.

Agricultural, Mechanical & Normal College (Arkansas), Chester E. Hynes; **University of Arkansas**, James E. Scroggs; **Central State College (Oklahoma)**, Virginia P. Harden; **Henderson State Teachers College**, Wladimir Naleskiewicz; **Lamar State College of Technology**, Howard W. Adams, William T. Fitzgerald, Conrad D. Mang, Frances M. Rippy, Richard J. Thompson; **Navarro Junior College**, Harold L. Townsend, Cecil W. Williams; **New Mexico Highlands University**, Marion Cline, Jr.; **Our Lady of the Lake College**, Elie E. Arnaud; **University of Oklahoma**, Doris M. Curtis, W. Richard Hargrove, Jerry P. Simpson; **San Antonio College**, Mary Ann Becker, Allen H. Chessher; **Southern State College**, Syble E. Tatam; **Southwestern University**, Mary E. Wilcox; **Agricultural and Mechanical College of Texas**, Elmore E. Stokes, Jr.; **Texas Christian University**, James W. Standifer; **West Texas State College**, Chris Gikas, John S. Goff, Ples Harper, John K. Kahler, Violet R. Lowes, Murry B. Measamer, Harold W. Peterson, George H. Ritter, James L. Russell, Richard A. Steele, John S. Urban, Charles E. Wright; **Texas Technological College**, Thomas G. Manning; **University of Texas (Dental Branch)**, George Higgins.

DISTRICT VI—ILLINOIS, INDIANA, KENTUCKY, MICHIGAN, OHIO.

Baldwin-Wallace College, Norman B. Humphreys, Martin D. Lewis, Robert P. Sylvester, Renée M. Zirkle; **Ball State Teachers College**, Kenneth H. Bergman, Daryl L. Dell, Gerald E. Doeden, Calvin Eland, Raymond F. Gale, Jewell P. Haddock, Richard F. Kishel, Leonard I. Kulseth, George Mascho, William Middleton, Paul Nesper, Margaret I. Regier, Theodore Samore, Mary M. Shannon, Robert W. Sherman, James B. Steele, Lewis W. Stoneking, Sidney Tretick, Edgar Wagner, Robert Whitehead; **Barat College of the Sacred Heart**, Margaret J. Gilligan; **Bellarmino College**, Robert A. Banet; **Butler University**, Robert F. Erickson, Marion T. Hall; **Centre College of Kentucky**, Emily D. Reeves, Gordon C. Winsor; **Chicago Teachers College**, Esther Da Costa, Lewis L. Horton, Sonya F. Spiesman; **University of Dayton**, Edwin R. King; **De Paul University**, Lawrence F. Koons; **DePauw University**, John R. Foxen, Charles K. Moore, Dan M. Moose; **Evansville College**, Clarence W. Buesking; **Henry Ford Community College**, John R. Adams, Leo F. Callahan, Reginald J. Davies, Philip W. Edmonson, Carl Pilla; **Hillsdale College**, Scott W. Cole, Lilian L. Rick, Victor L. Schneider; **Illinois Institute of Technology**, Harold W. Bretz; **Illinois State Normal University**, Samuel Hutter, Christine P'Simer; **University of Illinois (Navy Pier)**, Rosalind Klaas; **Indiana State Teachers College**, Howard D. Hamilton; **Indiana University**, Leslie W. Freeman, William M. Gartman; **Kalamazoo College**, Edward Moritz, Jr., Harry B. Ray; **University of Kentucky**,

William O. Reichert; **Knox College**, Carl R. Ohman; **Lake Forest College**, Neil Beach, Ann Bowen, George H. Crowell, Clifford S. Griffin, Alan Heckenbach, H. Murray Herlihy, Richard E. Hunter, Charles Louch, Alex Nicoloff, Lawrence H. Streicher; **Loyola University (Illinois)**, Margaret M. Crossen, Kenichi K. Hisaoka, Boris E. N. Spiroff; **Miami University**, Harry Landreth, Herbert N. Waltzer, Clarence K. Williamson, Edgar B. Yager; **Michigan State University**, Carl T. Brehm, W. Paul Strassman; **University of Michigan**, Samuel H. Barnes, Inis L. Claude, Jr., George L. Grassmuck, E. Richard Harrell, William Liller, John R. Owens; **National College of Education**, Charles M. Bedford, Margaret R. Lindman, Linford A. Marquart, Elzabe Ann Yocum; **North Park College and Theological Seminary**, Donald C. Frisk, Carroll J. Peterson, J. Melburn Soneson; **University of Notre Dame**, Bolestaw Sobocinski, Stephen T. Worland; **Oberlin College**, Edward J. Kormondy, Alfred R. Louch; **Ohio Wesleyan University**, Alan B. Batchelder, Robert W. Long, Jr.; **Rockford College**, Merton A. Christensen; **St. Xavier College**, Evangeline G. Bollinger; **Transylvania College**, George L. Williams; **Ursuline College (Kentucky)**, John H. Ford; **Wayne State University**, Andre G. Laurent; **Wilmington College**, Menzo H. Stark.

DISTRICT VII—ALABAMA, FLORIDA, GEORGIA, LOUISIANA, MISSISSIPPI, SOUTH CAROLINA, TENNESSEE, (PUERTO RICO).

Columbia College, Walter G. Fries, Harry L. Harvin, Jr., Henry B. Rollins; **Florida State University**, Charles H. Adair; **Southwestern Louisiana Institute**, William D. Reese; **Louisiana State University**, Shirley K. Stephenson, Earle C. Thompson; **Medical College of Georgia**, John W. Kemble; **Millsaps College**, C. Donald Caplenor, Shirley B. Parker, John W. Stevenson, Robert P. Ward, Glenn F. Welsh; **Mississippi Southern College**, Robert L. McCroskey, Jr.; **Newberry College**, Margaret Paysinger, Gordon R. Thurow, Kerner N. Wessinger; **Oglethorpe University**, Robert A. Shanley; **Pensacola Junior College**, Elbert G. Owens; **Savannah State College**, Sylvia E. Bowen, John B. Clemmons, Mollie N. Curtright, Ella W. Fisher, Andrew J. Hargrett, Eugene L. Isaac, Walter W. Leftwich, A. Elijah Peacock, Frank D. Tharpe, Henry S. Torrence, Martha W. Wilson, Joseph B. Wright, Theodore A. Wright; **South Carolina State College**, Ezekiel L. Kennedy; **Tulane University of Louisiana**, Dorothy K. Howerton; **Vanderbilt University**, Leland E. Thune.

DISTRICT VIII—DELAWARE, DISTRICT OF COLUMBIA, MARYLAND, NORTH CAROLINA, VIRGINIA, WEST VIRGINIA.

American University, Lawrence W. Wadsworth; **Bennett College**, John O. Crawford; **Delaware State College**, Edward P. Mitchell III, Isabelle W. Patterson, Richard C. Walker, William R. Wynder; **University of Delaware**, Robert M. Germeroth, Eva J. McCreary; **Dunbarton College**, Rose Marie Rogers; **East Carolina College**, Herbert R. Paschal, Jr.; **Fayetteville State Teachers College**, William Best; **Gallaudet College**, Peter B. Weston; **George Washington University**, David G. White; **Georgetown University**, Benjamin Nunez; **Hampton Institute**, Horace W. Melvin, Jr.; **Maryland State Teachers College (Towson)**, Corinne T. Bize, Richard G. Frost, Harry M. Hutson, Edward Neulander, Mildred Zindler; **University of Maryland**, Otho T. Beall, Jr., Melvin J. Friedman, Helen M. Stephens, Dale E. Wolgamuth; **North Carolina State College of Agriculture and Engineering**, John O. Cook, Charles F. Kolb; **University of North Carolina**, Joel J. Carter, Newton D. Fischer, Erle E. Peacock, Jr., Colin G. Thomas, Jr.; **The Woman's College of the University of North Carolina**, Charles Adams, Grace B. Farrior, Elizabeth J. Holder, Marjorie J. Hood, Vivian

C. Moose, Elizabeth Sampson, Mary R. Seawall, Virginia M. Trumper, Sue V. Williams; **Pfeiffer College**, Lloyd G. Lowder, John A. Needy, Jr.; **Washington Missionary College**, Holger A. Lindsjo, Frank E. Wall; **West Virginia University**, Bohdan T. Hnatiuk; **Wilmington College**, George W. Rountree.

DISTRICT IX—NEW JERSEY, NEW YORK, PENNSYLVANIA.

Adelphi College, Robert L. Hilliard, Sherman J. Tatz; **Polytechnic Institute of Brooklyn**, Sid Deutsch; **University of Buffalo**, John P. Cavarinos; **Canisius College**, Charles J. McCann; **Colgate University**, Donald L. Berry, Raymond E. Ries, Donald R. Stewart; **Columbia University**, Frances P. Connor, Bernard F. Erlanger, Bruce C. Heezen, Armen V. Jerejian, Barbara W. Low, Raymond A. Moore, Oliver T. Myers, Rosemary Pierrel, Anna L. Southam, Leonard Zablow; **Cornell University**, C. Arnold Hanson; **Dickinson College**, John W. Dixon, Jr., Ernest Kuhinka, Horst P. Richter, Edward Rothstein, Herbert F. Thomson, Henry J. Young; **Fairleigh Dickinson University**, Bruce I. Blum, Hsin-hai Chang, Jerome W. Jaffee, Martin L. Kaplan, Sol D. Prenskey, Louis A. Rice; **Fort Valley State College**, Gust T. Ridgel; **Gettysburg College**, Clarence E. Bartholomew, Ingolf J. Qually; **Grove City College**, George W. Carson, Raymond M. Lorantas; **Haverford College**, Max Bluestone; **Iona College**, Joseph G. Dwyer; **Long Island University**, William T. Lai, Charles H. Zwicker; **Lycoming College**, Howard L. Ramsey; **State University of New York, College for Teachers at Albany**, Paul T. Schaefer; **Teachers College at Cortland**, Methyl A. Bates, Alden L. Carlson, Martin Fausold, Margaret A. Feather, Laretha J. Leyman, Leonard F. Ralston; **New York University**, Lawrence Stessin; **Pennsylvania State Teachers College (Edinboro)**, James P. Coffman; **Pennsylvania State Teachers College (Millersville)**, James W. Becker, Freas Downing, John E. Hubley; **University of Pittsburgh**, Charles M. Thompson, Jr.; **Queens College (N. Y.)**, Robert P. Crawford, Evelyn R. Robinson; **Rider College**, Margaret E. Hanson, Dorothy E. Snow; **Rutgers University**, Robert P. Eddy; **St. John's University (N. Y.)**, Alice M. DeBros; **St. Lawrence University**, Gordon R. Bonner; **Sarah Lawrence College**, Marc Vosk; **University of Scranton**, Matthew R. O'Rourke, John D. Sweeney; **Syracuse University**, Richard R. Still; **Temple University**, William A. Forbes, Richard E. LeBlond, Jr., Robert Lyon; **Thiel College**, Martin L. Dolbeer, Georgianne A. Stary; **Union Junior College**, Hermann J. Bielefeld, Forrest P. Dexter, Jr.; **Upsala College**, Grace E. Swanson; **Villanova University**, Robert S. O'Shea; **Wells College**, Joan M. Mooney; **Wilkes College**, Benjamin F. Fiester, Bernard J. Zawisa.

DISTRICT X—CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, RHODE ISLAND, VERMONT.

Colby College, Archibald W. Allen; **Connecticut College**, William Meredith; **Teachers College of Connecticut**, Paul C. Wermuth; **University of Connecticut**, Mitchell B. Balter; **Dartmouth College**, Harold L. Bond, J. A. Gonzalez-Gonzalez; **Eastern Nazarene College**, Charles W. Akers, Mel-Thomas Rothwell; **Endicott Junior College**, William B. Keefe, Robert J. Sanborn; **Green Mountain College**, Milton E. Howard, Francis L. Peterson; **Harvard University**, Louis C. Fillios; **Lesley College**, Elizabeth Berglund; **Massachusetts State Teachers College (Bridgewater)**, V. James DiNardo; **University of Massachusetts**, Constantine J. Gilgut; **Mount Holyoke College**, Jeremiah L. Blatt, Jean C. Harris, Jirina Hrazdilora, Elaine I. Potter; **Mt. St. Mary College (N. H.)**, Andrew F. Helbig; **University of New Hampshire**, James F. Cronin, Jr.; **University of Rhode Island**, Paul I. Abell; **Wellesley College**, Alice Johnson.

AMERICAN CONTROLLED INSTITUTIONS ABROAD

American University of Beirut, Mary I. Hanania; University of British Columbia, Neal Harlow.

JUNIOR MEMBERS

University of Colorado, Seymour Opochnsky; Iowa State College, Kenneth L. Deckert, Orville Goering, John D. Miller, Albert W. Zechmann; University of Kansas, Edmund P. Chanover, Stanley D. Elofson, Adolf Snaidas; Louisiana State University, John T. Bratton; Maryland State Teachers College (Frostburg), Frederic M. Wescott, Jr.; University of Minnesota, Sumner J. Ferris, Irving Gottesman, Richard G. Gray, Kenneth A. Kirkpatrick, Charles W. Morton, Janis L. Pallister, Jack E. Tohtz, Russell D. Walsh, Richard H. Waring; Central Missouri State College, Paul V. Koehn; University of Nebraska, Dawn E. Purinton; St. Olaf College, Charles R. Magel; San Antonio College, Philip Himmelstein; Savannah State College, Timothy C. Meyers; University of Southern California, Frederick Durham, Gunther Gottschalk, Charles G. Mayo, Svein Oksenholt, James M. Sutton, Jr., Douglas E. Talney; University of Texas, F. J. King; Ursinus College, David B. Walker; State College of Washington, Anita L. Alibertini, Thomas L. Blanton, Harriet M. Kruse, John W. Manion, George K. Simson, Dannetta J. Unangst; University of Washington, Ross Ellis, Joanna Midtlyng; University of Wisconsin, Bernard P. Flam, George A. Johnson, Keith Polk; University of Wyoming, Peter F. Michelson.

Not in Accredited Institutional Connection, E. C. Curtis (B. D., Southern Baptist Theological Seminary), Memphis, Tennessee; Charles Weingartner (Graduate work, Columbia University), Utica, New York.

Supplementary List of Nominations

The preceding list contains 462 nominations for Active membership and 46 nominations for Junior membership. The following 748 nominations for Active membership and 80 nominations for Junior membership were received too late for inclusion in the preceding list. The combined lists total 1210 and 126 as previously stated.

Active

DISTRICT I—ARIZONA, CALIFORNIA, NEVADA, UTAH, (HAWAII).

Arizona State College, Vernon Lee Kliewer; Arizona State College (Tempe) Donald F. Mills, Gene B. Montague, Marjorie Ryan; University of Arizona, Dwight O. Chambers, Ruth Rexroat, David D. Rubis, Robert F. Wagle; Bakersfield College, Matthias S. Meier; East Los Angeles Junior College, Lester Hirsch; University of Hawaii, John B. Crossley, Morton J. Gordon, John B. Mitchell, Louis M. Steed; Long Beach State College, William E. Fogg; Los Angeles State College, Raymond E. Bernberg, Florence Bonhard, Paul D. Kilburn, Addison Potter, John J. Reardon, Warren C. Willig; College of the Pacific, Kenneth L. Lewis, Lucas Underwood; Pasadena College, Grayson V. Cosens; Sacramento Junior College, Herbert F. Copeland; Sacramento State College, James R. Bell, Leonard D. Cain, Jr., William Dorfman, Joseph Dowdell, Robert M. Robinson, Robert G. Thompson; St. Mary's College of California, Anthony Chiappe; San Diego Junior College, W. Forest Whedon; San Francisco State College, John L. Clark, John A. Drenth, Robert H. Fernn, Richard P.

Marsh, Herbert Z. Sanderson; **Stanford University**, Joseph S. Ullian; **Utah State University**, William P. Lewis, Edith Nyman.

DISTRICT II—IDAHO, MONTANA, OREGON, WASHINGTON, (ALASKA).

Idaho State College, Glenn S. Burne, David M. Clark, Franklin R. Cole, Charles H. Kegel, Alice McClain, Eli M. Oboler, Carl W. Warner, Shih C. Yu; **Oregon State College**, L. A. Alban, Mark H. Baer, John E. Dunn, Florence S. Euren, Mary H. Gibson, Marie A. Harris, Philip W. Ho, George H. Hunter, Alexander F. Karolyi, Ruth N. Klippstein, Ellis G. Knox, Ervin F. Kurth, Mary B. Minden, James L. Overholser, Jean S. Overholser, Joan Patterson, Mary Routh, Arlene N. Rudash, Henry D. Schalock, Alice J. Sollie, Rodney K. Waldron, Mary Louise Weber, Vera L. Wells, Daniel B. Wessler; **Western Washington College of Education**, Charles W. Harwood, Harley E. Hiller, Robert W. Zaslow; **University of Washington**, William E. Ames, Edward G. Brown, Konrad Buettner, W. Thomas Edmondson, Guy G. Gordon, Ernest M. Henley, Edgar M. Horwood, W. A. Douglas Jackson, Henry P. Knowles, Jr., Milo Ryan, Robert A. Nelson, Mary Peterson, Richard J. Reed, Robert M. Shaw, Howard S. Strausser, Jr., Kathleen E. White.

DISTRICT III—IOWA, MINNESOTA, NORTH DAKOTA, SOUTH DAKOTA, WISCONSIN.

Carroll College (Wisconsin), Miriam J. Dale, Harry M. Hutchison; **Des Moines Still College of Osteopathy & Surgery**, Roy Solkot; **Grinnell College**, Harold A. Fletcher, Jr., Ralph A. Luebben, Philip S. Thomas; **Iowa State College**, Donald D. Manson, Mary S. Picketts, Loyd Y. Quinn, Leo A. Thomas, Erik Thorbecke; **Iowa State Teachers College**, Suzanne Conklin, Carol Von Ohlen; **Lawrence College**, Charles Breunig; **Mankato State College**, Dennis D. Miller, Max H. Powers; **Milwaukee-Downer College**, Dorothea W. Harvey, Mary O. Thomas; **University of Minnesota**, Naomi C. Chase, Warren B. Cheston, J. Campbell Craddock, Don Davies, Karl D. Fezer, Lauren B. Granger, Janet E. King, Harry W. Kitts, Robert K. Lindorfer, R. Norine Odland, Clarence R. Osell, Philip R. Teske, Emmy E. Werner, James H. Wernitz, Jr., Richard E. Widmer; **University of Minnesota (Duluth)**, Gerald A. Gladstein, Richard G. Lidberg, Alice D. Olson, Helen Trader, Kenneth L. Walsh; **North Dakota Agricultural College**, Martin I. Blake, Fred T. Galysh, Gerald M. Phillips; **University of North Dakota**, Rudolf Aschenbrenner, James H. Howard, Ralph H. Kolstoe, Walter O. Pearson, Robert Rosenthal, Thomas D. Unga, James O. Whittaker, Robert K. Wibking, Lloyd E. Williams; **Ripon College**, Jack W. Powers, Don F. Thomann; **St. Olaf College**, C. Paul Christianson, Ronald P. Dille, Sigurd G. Frederickson, James D. Gabrielsen, Leslie J. Gustafson, Leigh D. Jordahl, Erling T. Jorstad, Sven Langsjoen, Alice T. Larsen, Howard D. Orr, Arnold J. Petersen, Gordon E. Rasmussen, Sidney B. Taylor, Roald Tweet; **South Dakota State College**, Mary M. Brown, Sylvester H. Massmann; **Wisconsin State College (Eau Claire)**, A. Wayne Randolph; **Wisconsin State College (Oshkosh)**, Everett G. Pyle; **Wisconsin State College (Whitewater)**, Carl D. Johnson, Michael J. Kennedy, Gerald A. Weston; **University of Wisconsin**, Wayne B. Swift.

DISTRICT IV—COLORADO, KANSAS, MISSOURI, NEBRASKA, WYOMING.

Adams State College, Guy E. Bennington, Donald M. Brooks, Roy G. Brown, Charles K. Chu, Herbert R. Dieterich, Jr., Maurice F. Morris, William I. Oba, Ruth H. Rosenau, Arthur S. Wellbaum, Roland E. Wick; **Central College (Missouri)**, Carroll R. Mitchell; **Colorado College**, Fred H. Nicklason, Laurie M. Perry; **Culver Stockton College**, Matilda A. Altheide, H. Russell Grow; **Doane**

College, Katherine M. Buell, Virginia H. Floyd, Hazel S. Wilson; **Fort Hays Kansas State College**, B. W. Broach, Doris Broach; **Kansas State College**, C. David Gruender; **Kansas State Teachers College**(Pittsburg), Elizabeth Rodda, G. Lucile Wagner; **Lindenwood College**, Frank T. Armstrong, Jr., Mary Jean Bartholomew, Hazel M. Toliver; **Central Missouri State College**, Isom L. Welch; **Northeast Missouri State Teachers College**, James F. Hood, Ruth W. Towne, Frances Walsh; **Northwest Missouri State College**, Harry A. Gailey, Jr., Hubert D. Peterson, Alice G. Wilson; **Southeast Missouri State College**, Paul L. Heye; **Southwest Baptist College**, Mayme L. Hamlett; **University of Missouri**, Quentin F. Schenk; **Missouri Valley College**, Edwin P. Fisher, Gerald K. Saunders; **University of Nebraska**, David Dow, Wilma N. Gimmestad, Walter L. Goetz, Charles L. Hurtgen, Marjorie Leafdale, James R. Mattoon, John J. Scholz, Philip L. Strong; **St. Louis University**, Marcus A. Haworth; **Washington University**, Alexander C. Niven, Thomas A. Pond; **Western State College**, Ted C. Johnson; **William Jewell College**, William W. Adams, Jr., Oliver C. Phillips, Jr.

DISTRICT V—ARKANSAS, NEW MEXICO, OKLAHOMA, TEXAS.

University of Arkansas, Franklin M. Bridge, Charles F. Cole, Mary I. Irwin, Ralph G. Jones, David R. Luce; **Baylor University**, John T. Smith; **Central State College (Oklahoma)**, Arthur G. Gaddis; **Lamar State College of Technology**, Margaret D. Cameron; **Navarro Junior College**, Patricia A. Ingle; **University of New Mexico**, Nina M. Ancona, Trude R. Aufhauser, Edith Buchanan, Patrick G. Carr, Arthur H. Cash, Howard J. Dittmer, Ralph W. Douglass, Hugh F. Graham, Edwin Lieuwen, Paul V. Petty, Tom T. Sasaki, Albert E. Wolff; **Oklahoma Baptist University**, Leroy Bond, Beryl E. Clotfelter, Kenneth E. Fountain, William E. Neptune, Jack O. Purdue, Coleman L. Raley, Milton N. Searcy, Paul S. Stanfield, Rowena Strickland, Charles E. Whaley; **University of Oklahoma**, Alex J. Simon; **Agricultural & Mechanical College of Texas**, Robert H. Fletcher; **North Texas State College**, Ted D. Colson, Roy G. Elders, George D. Hendricks, Loren Kellar, Leonard S. Mewhinney, Martis Michaelson, Paul F. Smith; **West Texas State College**, Olan J. Lehman, Edward L. Lindsey, Normand W. Madore; **University of Texas**, Buford A. Casey; **University of Texas (Dental Branch)**, Donald C. Kroeger, Barnet M. Levy, George R. Young.

DISTRICT VI—ILLINOIS, INDIANA, KENTUCKY, MICHIGAN, OHIO.

Alma College, Howard A. Potter; **Baldwin-Wallace College**, Richard A. Ridilla, Virginia E. Ross, Melvin L. Schochet; **Ball State Teachers College**, Theodore R. Cogswell, M. Gordon Howat, Alf E. Jacobson, Mae E. King, James C. List, Thomas R. Mertens, Herbert L. Rau, Jr., Mary H. Rhodes; **Barat College of the Sacred Heart**, Mary C. FitzPatrick; **Bradley University**, Richard G. Bjorklund, Albert Cornetti, Homer F. Ely, Robert P. King, Donald E. Koller; **Carthage College**, Faye C. Flanagan, Sarah N. Golder, Dorah E. Grow; **Chicago City Junior College**, Ruth B. Piette; **De Paul University**, George M. Iwanaka, William R. Waters, Joseph W. Yedlicka; **DePauw University**, Muriel P. Holland; **Evansville College**, Joseph Willard; **Hanover College**, Emma M. Hill; **Henry Ford Community College**, John K. Dunn; **Hillsdale College**, D. M. Alexander, Leland W. Cross; **Illinois Institute of Technology**, Abe Sklar; **Eastern Illinois University**, Lawrence A. Allen, Joel Goldfarb, David W. McCormick; **Northern Illinois University**, Clyde M. Morris; **Southern Illinois University**, Annette L. Hoage, John J. McCall, Billie W. Mouck, Felix A. Nigro,

Jerome J. Rooke, D. Calvin Tracy; **University of Illinois**, Ruth A. Bedford, Dorothy B. Clark, Irwin A. Cochran, Norma L. Deck, Alma DeJordy, Robert F. Delzell, Bertram G. Dick, Jr., George T. Frampton, Lily C. Gara, Ruth M. Grubb, A. O. Hanson, Deane W. Hill, Robert E. Hill, J. David Jackson, Margaret J. Lokke, Myra Lytle, Cecelia M. McCarthy, Robert Novich, Robert W. Oram, Doris J. Probst, Herbert L. Searcy, James H. Smith, Stanley Stark, Eunice J. Toussaint, Joyce C. Werner, James C. Zipprich; **Western Illinois University**, Kenneth W. Murphy, Donald E. Shult, Arnold M. Tibbetts; **Indiana State Teachers College**, Richard D. Mullen; **Indiana University**, Theodora Allen, Dale G. Brickner, Douglas G. Ellson, Myron I. Lichtblau, George Psathas, John W. Snyder, Leo F. Solt; **Kalamazoo College**, Douglas W. Peterson; **Eastern Kentucky State College**, Landis D. Baker, Jack E. Creech, Fred E. Darling, Daisy B. French, Mabel W. Jennings, Quentin B. Keen, Willard T. McHone, Thomas E. Myers, Dale R. Patrick, Kermit Patterson, James L. Potts, R. Harold Rigby, William O. W. Sexton, James G. Snowden, Willard E. Swinford, Jackson A. Taylor, Ida P. Teater, Arthur L. Wickersham; **Lake Forest College**, Olga W. Vickery; **Loyola University (Illinois)**, Franklin A. Walker; **Marietta College**, Elizabeth S. Maccia; **Miami University**, Harry Weller; **Central Michigan College**, Norman O. W. Adams, Jr., Robert V. Brass, William T. Bulger, Jr., Richard M. Rothman, Yda L. Schultz; **Eastern Michigan College**, Grant Wessel; **Northwestern Michigan College**, Edwin F. Avril, Gordon D. Gill, Sylvia H. Kinnunen, Alfred O. Niemi, Leslie A. Russell, Jr., Mary R. Witter; **University of Michigan**, George A. Clugston, Harold K. Jacobson, Kathryn Luttgens, Elton B. McNeil, Victor H. Miesel, James M. Plumer, Norman Rosenzweig, Paul A. Srere, Nathan T. Whitman; **University of Michigan (Flint College)**, Robert M. Weiss; **Western Michigan University**, Robert J. Connors; **Murray State College**, Robert T. Sorrells; **National College of Education**, Gladys R. Hackl, Evelyn O. Hefley; **North Park College & Theological Seminary**, Zenos E. Hawkinson, Theodore D. Johnson; **Northwestern University**, William R. Roalfe; **University of Notre Dame**, George R. Bernard, George B. Craig, Jr., James E. O'Neill; **Oberlin College**, Gerald B. Cooke, Ellis L. Van Atta; **Ohio Wesleyan University**, Rosa Babcock, John N. Chase, F. Charmaine Johnson, John Priest; **Purdue University**, A. N. Gerritsen, Dale W. Margerum; **Transylvania College**, Francis H. Mitchell; **Wabash College**, Howard German; **Wayne State University**, Werner G. Heim; **Western College for Women**, John Dumbrell.

DISTRICT VII—ALABAMA, FLORIDA, GEORGIA, LOUISIANA, MISSISSIPPI.

Alabama Polytechnic Institute, James D. McClung; **University of Alabama**, Edward Ronwin; **Brenau College**, Thomas Isabell; **Centenary College of Louisiana**, William F. Cope, Julius W. Waits; **Columbia College**, William H. Porter, Jr., Nellie R. Sanders; **Florida State University**, Garth K. Blake, Richard G. Fallon, Coburn V. Graves, Martha Ann Hall, Joseph F. Rychalk, Ashby Stiff, Jr., James W. Thornton, Jr.; **Jacksonville University**, Wilbur L. Baker, Ralph D. Bald, Jr., Suzanne K. Blow, Thomas R. Brown, Grace E. Buie, Eleanor L. Crawford, Robert G. Flick, George W. Hallam, Alice L. Smith, Robert G. Woodhouse; **Knoxville College**, Russell W. Smith, Jr.; **Northwestern State College of Louisiana**, Barbara A. Briant, Ethel L. Kallins, Irma Stockwell, Robert E. Turner; **Louisiana State University**, Frederick B. Alexander, Jr., Theodore N. McMullan; **Memphis State University**, William R. Osborne; **Mississippi College**, Rex R. Pearce; **Mississippi Southern College**, Lou Ellen Ballard, June A. Broxton, Harold E. Edgar, Carrie L. Warren, Martin P. Wehling; **Mississippi State College**, Rupert D. Boswell, Jr., Terence W. Daniel, John W. Gammill,

Willie M. Gillis; **Savannah State College**, Coleridge A. Braithwaite, Booker T. Griffith; **South Carolina State College**, Joseph C. Hall, Alphonso W. Hoursey, Richard T. Waymer; **University of South Carolina**, Panayot K. Butchvarov, Oleh S. Fedyshyn, Edwin F. Jones, Henry B. Mayo, Richard L. Walker; **Stetson University**, Warren G. French; **Tougaloo Southern Christian College**, Isabelle C. Jackson; **Vanderbilt University**, Constantine Belissary, Norman D. Bowers, Kenneth W. Pauli; **Xavier University (Louisiana)**, Paul E. Hering.

DISTRICT VIII—DELAWARE, DISTRICT OF COLUMBIA, MARYLAND, NORTH CAROLINA, VIRGINIA, WEST VIRGINIA.

American University, W. Donald Bowles; **Clinch Valley College of the University of Virginia**, John Geronimo, Georgie A. Gurney, Lois B. Tracy; **Duke University**, Robert W. Binkley, Morton D. Bogdonoff, Elizabeth C. Bookhout, Thomas A. Boyle, Robert N. Creadick, George E. Dorris, Oliver W. Ferguson, Rose J. Forgione, James P. Hendrix, Harold Jenkins, Marianna D. Jenkins, Julia O. King, Janet S. Kistler, Blaine S. Nashold, Jr., Joseph B. Parker, Jr., Leo Pine, Jacques C. Poirier, Louis D. Quin, Dale B. J. Randall, Donald F. Roy, Knut Schmidt-Nielsen, Dorothy A. Spangler, Patrick R. Vincent, Alma L. Woodyard; **Gallaudet College**, Edith M. Hill; **George Washington University**, William E. Schmidt; **Georgetown University**, Paul J. Armleder, Mary J. Foster; **Guilford College**, Joseph S. Devlin, Jr.; **Hampton Institute**, Howard Brucker, Harriett R. Junior; **Hood College**, Marjorie J. Bakirakis; **Johns Hopkins University**, Edwin S. Mills; **Lynchburg College**, Paul D. Richardson; **Maryland State Teachers College (Frostburg)**, Dorothy G. Howard; **Maryland State Teachers College (Towson)**, Pearle Blood, Grayson S. Burrier, David Firman, John S. Lewis, Lloyd D. Miller, William J. O'Sullivan, Harvey L. Saxton, Jack H. Smith; **University of Maryland**, Melvin A. Bernarde, Joachim Bruhn, John M. Brumbaugh, Norman H. Compton, Margaret E. Coonan, Phyllis W. Cowen, Donald Dew, Edward E. Di Bella, Marguerite E. Hydorn, William F. McKee; **Mary Washington College**, Daniel H. Woodward; **Agricultural and Technical College of North Carolina**, Edythe S. Bagley, Elihue A. Barden, Elizabeth W. D. Clark, Sidney H. Evans, Warmoth T. Gibbs, Jr., Gerard E. Gray, Murray L. Neely, James Pendergrast, Marguerite E. Porter, George C. Royal, Jr., Gladys W. Royal, Everett C. Thomas, Naomi W. Wynn; **North Carolina State College of Agriculture and Engineering**, Huldah B. Turner; **University of North Carolina**, Walter R. Benson, Sherwin H. Cooper, William J. Hall, Floyd Hunter, William J. Koch, George P. Manire, William H. Sprunt III; **Pfeiffer College**, Warren E. Gates; **Randolph-Macon Woman's College**, David K. Cornelius, Philip Thayer, Edwin M. Weller; **St. Joseph College (Maryland)**, William A. Osborne; **West Liberty State College**, Roman Golik; **College of William and Mary (Richmond Professional Institute)**, John V. Ankeney, Carl Vermine, Keith C. Wright.

DISTRICT IX—NEW JERSEY, NEW YORK, PENNSYLVANIA.

Adelphi College, Charles F. Ahlers, Otello L. Desiderato; **Allegheny College**, Alvin Z. Freeman, Myrtle Korenbaum, John K. Tillinghast, Russell E. Vance, Jr., Lilia A. Villa; **Alliance College**, Mieczyslaw F. Giergielewicz; **Bard College**, Samuel D. Ehrenpreis, Frank E. Oja, Harry M. Raullet, Jr., Robert E. Rockman, Ludwig R. Sander, Andrews Wanning; **Beaver College**, Lloyd M. Abernethy, Isabelle F. Bull, W. Lawrence Curry, Edgar B. Inlow, Albert L. Rowland, Benton M. Spruance, William L. Ware; **University of Buffalo**, John H. Brochard, Alfred J. Cali, Irene R. Mahar, Carlton R. Meyers, Eugenia C. Motock;

Chatham College, Albert J. Ossman, Jr.; **The City College**, Stanley Feingold, David I. Gaines, Joseph L. Goldberg, Brooks Wright; **Columbia University**, Margaret E. Osten, John E. Rexine; **Cornell University**, George V. Smith; **Dickinson College**, Hal M. Wells; **Drew University**, H. Jerome Cranmer; **Elmira College**, May R. Armstrong, Louis J. Junker; **Fairleigh Dickinson University**, Harriet G. McCormick; **Gettysburg College**, Paul R. Baird, Glendon F. Collier, James D. Pickering; **Grove City College**, Elmer W. Weitz; **Hofstra College**, Harold L. Henderson; **Hunter College**, Leonard Albert; **Institute for Advanced Study**, Frederick G. Heymann; **Lafayette College**, Frederick J. Bertolet, Anthony J. Matuszko; **Lebanon Valley College**, Ned A. Linta; **Manhattan College**, Robert J. Christen, Patrick McGarry; **New Jersey State Teachers College (Newark)**, William C. McNeice; **New Jersey State Teachers College (Trenton)**, Arthur W. Berger; **State University of New York, Agriculture and Technical Institute at Farmingdale**, Louis Pyenson; **College for Teachers at Albany**, Carroll H. Blanchard, Frank M. Calabria, Sherman D. Spector, David L. Sterling; **College for Teachers at Buffalo**, Leonard J. Poleszak, Charles A. Rouse, Bernard Stern; **Teachers College at Cortland**, Frank S. Balzano, Landon B. Cox, William L. Griffen, Walter M. Jewsbury, Marshall S. Kuhn, Iver L. Moe, Raymond Meister, Hazel L. Myrus, Fraser R. Stokes; **Teachers College at Oneonta**, Charles C. Burnsworth, Robert D. Doyle, Maynard G. Redfield; **Teachers College at Potsdam**, Elsie M. Donnelly, Marvin P. Garner, Benedict I. Goldsmith, Laurena M. Ramsdell, Erma B. Randall; **New York University**, Walker Gibson, Blanche Persky; **Pennsylvania State Teachers College (Edinboro)**, William S. Herr, William E. Whybrew; **Pennsylvania State Teachers College (Indiana)**, Blanche W. McCluer; **Pennsylvania State Teachers College (Millersville)**, William F. Diller, Adeline E. Kreinheder; **Pennsylvania State University**, Rudolf W. Becking, William J. Schrader, George J. Young; **University of Pennsylvania**, Edward M. Goldberg; **University of Pittsburgh**, Montgomery M. Culver; **Queens College (New York)**, Linette F. Brugmans, Ruth B. Oakley, Stanley R. Radel, Hermann G. Stelzner; **Rider College**, Marion I. Schmale, Leona C. Whelan; **University of Rochester**, John H. Flavell, David H. Kistner, Walter H. Sangree, Seymour Scher, Melvin Zax; **Rutgers University**, Hobert W. Burns, James R. W. Leiby, Marie P. Meyer, Adam F. Papasavas, Robert M. Watts; **Rutgers University (Newark Colleges)**, Beulah E. Miller; **St. Lawrence University**, Rita Goldberg, Adolf A. Spandorf, Robert G. Wolf; **Sarah Lawrence College**, Hans Rogger, Charles Trinkaus; **Seton Hall University**, Manuel Herschdorfer; **Stevens Institute of Technology**, David Finkelstein; **Temple University**, Leonard Blumberg, Charles J. Burkhart, Marlene Fisher, David E. Harvey, Allen M. Jackson, Hayden B. Goldberg, Edward C. Haskins, George W. Johnson, Margaret W. Litherbury, Richard J. O'Connell, Anne M. Springer, Marie-Louise Woodard, June Yaros; **Thiel College**, Raymond V. Dunmire, Grace A. Stevens; **Union Junior College**, Casey Grygotis, Duncan S'E. Sheffield; **Upsala College**, Robert R. Wharton; **Wagner Lutheran College**, Joan B. Mangum, Bernard Nemerson, Phillip J. Reitan; **Waynesburg College**, G. Lawrence Kibler; **Wilkes College**, Ruth W. Jessee, Ronald D. Michman.

DISTRICT X—CONNECTICUT, STATE OF MAINE, MASSACHUSETTS, NEW HAMPSHIRE, RHODE ISLAND, VERMONT.

Bowdoin College, Paul V. Hazelton; **Connecticut College**, Marian R. Winterbottom; **Teachers College of Connecticut**, Hazel Anderson, Louise M. Berman, Anthony DeThomas, Esther Eddy, Jane Glackin, Ruth Jones, Thelma H. Knox, Thais J. LaVoy, Walter J. LaVoy, Jack Mansigian, Alatheia Martin, Robert E.

Massmann, Janet Paradis, John R. Pescosolido, Janice Radune, Anne Stasiewski, Frances C. Taylor, Albert Tozloski, Elizabeth Walden; **Eastern Nazarene College**, William J. V. Babcock; **University of Maine**, M. Eileen Cassidy, Frank H. Dalton, Marion A. Du Bourdien, David R. Fink, Jr., Alice V. Finnegan, Paul R. Hepler, Basil F. Kirtley, Catherine L. Mouradian, Frank W. Myers, Cynthia Nelson, Arthur V. Olson, Milton I. Patrie, Rome Rankin, Walter S. Schoenberger, Edward L. Tottle; **Mt. Holyoke College**, Anne E. Havens; **New Haven State Teachers College**, Marcellus Brown; **Ricker College**, Wendell R. Grant; **Simmons College**, Edward Addelson, Richard Sterne, Roberta Whiteside; **Trinity College (Connecticut)**, Myron G. Anderson, Montgomery B. Angell, Jr., Richard P. Benton, LeRoy Dunn, Charles B. Ferguson, Robert Lindsay, William L. Trousdale; **Tufts University**, James M. Klinkhamer, Robert Rustigian; **U. S. Coast Guard Academy**, Howard N. Berntsen.

Junior

Bard College, Barbara J. Casper; **University of California**, Eugene E. Kessler; **University of Colorado**, Neal H. Tracy; **Dickinson College**, Elizabeth Casper; **Duke University**, Philip R. Bevington, Gray L. Bromleigh, Jr., Hugo A. Ferchau, David A. Goldsmith, Robert D. Higginbotham, Donald T. Meyer, Andrew J. Milnor, Robert W. Morgan, P. S. K. Murty, Julian B. Stern, David E. Sweet, Fred H. Willhoite, Jr.; **Florida State University**, Max G. Rieves; **University of Hawaii**, Marilyn V. Chaney; **University of Illinois**, Charles A. Baker, Jr., Francis E. Barcus, Frederick W. Cropp III, Melvyn I. Selsky; **University of Illinois (Navy Pier)**, Joseph W. Wenzel; **Indiana University**, Claude K. Abraham; **Iowa State College**, Ronald M. Anderson; **University of Maine**, Alayne Greci, Elizabeth Landers; **University of Michigan**, Charles F. Lehmann, Eugene H. Pattison; **University of Minnesota**, Thomas T. Arinaga, Egolfs V. Bakuzis, Thomas R. Buran, Louise Duus, Eugene R. F. Flug, Celestino P. Habito, Cole I. Iverson, Loyal W. Joos, Paul I. Klinger, Marcia I. Morrison, Signe T. Nielsen, Robert R. Randleman, Joan M. Rowe, Joseph P. Schnitzken, Audrey Shechtman, Marvin E. Smith, John F. Townsend, Patricia S. Wikel; **University of Nebraska**, John M. Ivanoff; **University of North Dakota**, Jeanette N. Wheeler; **Northwestern University**, Murray Geller, Raymond D. Kimbrough, Jr., Burton H. Marcus, Paul A. Weinstein, John H. Woodson; **University of Oregon**, Jack Leonard, Robin C. Linstromberg; **University of Pennsylvania**, John H. Murphy; **Purdue University**, Herbert M. Kagan; **University of Southern California**, Franklin K. Jones, Henry Kuttner, Elmer H. Zachay; **Temple University**, Mildred B. Orenstein; **North Texas State College**, Robert A. Calvert; **University of Texas**, Philip R. Cateora, Walter A. Coole, Theron G. Lansford, Jarrett E. Woods; **Washington University**, Alf L. Cederquist, Robert C. Day, Muriel W. Sterne; **University of Wisconsin**, Kenneth C. Pollock, Alan A. Stambusky, Jr., Arthur I. Waskow; **Not in Accredited Institutional Connection**, Herbert D. Hart (M.S. University of Denver), Durango, Colorado; Don Hausdorff (M.A. Columbia University), Utica, New York; Frank S. Hensley, Jr. (M.A. University of Wyoming), Durango, Colorado; David R. Manwaring (M.A. University of Michigan), Washington, D. C.

Elections to Membership

The Committee on Membership announces the election to membership in the Association of 389 Active and 9 Junior Members. These in-

clude those nominations published in the Autumn, 1957 *Bulletin*.

Transfers from Junior to Active

Bates College, Leland P. Bechtel; **University of British Columbia**, Wladyslaw Stankiewicz, Jr.; **University of Connecticut**, Ralph P. Collins; **Cornell University**, Joseph Wagner; **Flint Junior College**, Jack C. Gray; **Howard University**, Bernard B. Fall; **Iowa State College**, I. Dale Ruggles; **University of Kentucky**, Zane B. Carothers; **Lane College**, Theodore Mackiw; **Maryville College of the Sacred Heart**, Mother Hortense Doyle; **University of Michigan**, Charles R. O'Donnell; **Central Missouri State College**, Floyd D. Reese; **St. John Fisher College**, S. C. Maczynski; **St. Joseph's College (Pennsylvania)**, Robert F. Dunn; **University of Vermont**, Thomas J. Spinner, Jr.; **Wesleyan University**, Stanley Coopersmith.

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers, the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

A member of the Association is entitled to one free announcement of his availability, not to exceed 100 words or 10 printed lines, during each volume-year, subsequent insertions being charged for at the rate of 50 cents a line. Nonmembers may also insert announcements at the same rate for each insertion. There is a charge of \$1.00 for each cross-reference. There is no charge to institutions of higher learning for the announcement of academic vacancies. Copy should be received six weeks before publication date.

Letters in response to announcements published under key numbers should be sent to the Association's Central Office for forwarding to the persons concerned, a separate letter for each person. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Vacancies Reported (See also page 712)

Accounting: Midwestern, municipal university. Permanent position, open February 1 or September 1, 1958. M.B.A. and C.P.A. desired. Opportunity to teach graduate courses. Total load not more than 12 hours. V 1404

Art: Small state university in Middle West for September, 1958. Applicant must be specialist in art education, crafts and design. Master's degree and successful college teaching experience. V 1405

Chemistry: Attractive teaching position for young man with Ph.D. or candidate for Ph.D. degree. Beginning summer, 1958. Assistant or associate professor in liberal arts college. Salary \$5500-6000 depending on rank and experience. Additional salary for summer school teaching. Liberal retirement program and other attractive fringe benefits. V 1406

English: For January (or later) to teach courses in freshman English, 17th and 18th century literature, American literature, one other course. Suitable for person qualified in post-Renaissance English literature, but department can adapt to individual. Some graduate work beyond M.A. or teaching experience or other special qualifications desirable. Small Midwestern liberal arts college with good traditions and small faculty turnover. V 1407

Foreign Language Department: Department chairmanship in liberal arts college in South. Minimum administrative responsibilities. Spanish and French languages taught. Ph.D. Man preferred. Protestant. Nine months salary, \$5000-5800, depending on experience. Summer School salary additional \$1250-1500. Summer School teaching optional. College pays 10% of annual salary on annual TIAA premium. Provides major medical and group insurance programs. Modern office and classrooms. Some faculty housing. Write President, Millsaps College, Jackson 10, Mississippi.

Latin and Greek: Department chairmanship in liberal arts college in South. Minimum administrative responsibilities. Ph.D. or near Ph.D. Man preferred. Protestant. Nine months salary, \$5000-5800, depending on rank and experience. Summer School teaching optional. Summer School salary additional \$1250-1500.

- College pays 10% of annual salary on annual TIAA premium. Provides major medical and group insurance programs. Modern office and classrooms. Some faculty housing. Write President, Millsaps College, Jackson 10, Mississippi.
- Linguistics: English Department of growing Midwestern university needs Ph.D. in linguistics to teach linguistics courses and some freshman English. Assistant professorship. Starting salary: \$5800-\$6200, depending on experience. V 1408
- Mathematics: Two vacancies in small public university; first vacancy, instructor, beginning salary \$6500 for 9 months. Second vacancy, assistant professor, guaranteed for 1 year only, although normal expansion may yield permanency, beginning salary \$7000. V 1409
- Physics: Associate professor to teach undergraduate physics. Man under 40 with Ph.D. in physics and 7 years of college teaching experience. Salary, \$6800 for 9 months, plus \$1700 for the summer session of 9 weeks. Either summer school work or a stipend for further study and research will probably be available 4 summers out of every five. Man with less experience would be considered at a somewhat lower salary. Write H. E. Ruff, Head, Department of Physics, Louisiana Polytechnic Institute, Ruston, Louisiana.

Teachers Available

- Accounting, Business Statistics and General Business: Man, 34, married, 3 children. B.B.A., Ed.M., M.B.A. 12 years' teaching experience (9 years on college level; 3 years as Chairman of Commerce Department of central high school). 9 years' part-time experience in public accounting. Desire appointment in small university, liberal arts college or institution training business teachers. If possible, would like to locate where work toward the Ed.D. degree is accessible. Available September, 1958. A 6590
- Administration: B.S. from Pennsylvania State University; 10 years' teaching experience in evening college; 2 years' engineering and management consulting; 23 years in industry at management level. Seeking position with institution desiring to inaugurate program of state-wide industrial and consulting service as part of the institution's general needs. A 6591
- Administration: See Economics, Key No. A 6600.
- Art: Man, 49, married, 2 children. B.S. in education, M.A., and 4 years of professional art school training. 21 years of teaching and administrative experience on university graduate and undergraduate levels. Contributor to scholarly journals. Listed in *Who's Who in America*. Interested in teaching (and administrative) position allowing time for research. My students have achieved professional success in both art education and the creative arts. Some have won national awards. Minimum salary considered: \$7500 for 9 months, plus summer school. Can be available in September, 1958. A 6592
- Art: Man, 34. M.S., Pratt Institute, Queens, Hofstra, Adelphi Colleges. Also studied with A. Blanch, A. Ratner, J. Feren, M. Sievan and L. Rivers. Presently teaching in public school. Excellent references. A 6593
- Art: Man, 36, married, 2 children. B.A., M.F.A. Associate professor with tenure. 9 years as department head in liberal arts college. Planned and introduced curriculum for major and minor in art and built up active art department producing work of high quality. Graduate study in Mexico. Active painter with 5 one-man shows in several states. Represented in private and institutional collections. Particularly interested in drawing, painting, art history and appreciation, graphics and related work. Work in nearly all media. Author of brief text used in history classes. Also interested in research and technique. Member of Alpha Chi, A.A.U.P., artist's guilds and associations. Available fall, 1958. A 6594
- Biologist, Zoologist: Man, 30, married, 2 children. Ph.D. Desire a teaching position with opportunity for research in a college or small university. Would prefer to teach physiology (cellular or mammalian), cytology, histology, embryology, or introductory biology. Area of research interest cytology-cell physiology, 3 years' teaching experience in a small college. Midwest or West Preferred. A 6595
- Chemistry: Teaching position desired by woman; Ph.D. in physical-organic chemistry, 1956. 5 years' teaching experience, including organic, inorganic, and

- analytical chemistry. Available January or September, 1958. A 6596
- Chemistry (organic): Man, 25, married. Ph.D. Postdoctoral studies, publications, Sigma Xi, P.L.U. Desire position in chemistry department having program leading to advanced degrees. A 6597
- Civil Engineering: See Engineering, Key No. A 6606.
- Counseling or Administration: Man, 41, Protestant. Presently staff engineer in aviation industry. Ph.D., Harvard, humanities; Phi Beta Kappa; Fellow A.C.L.S. 3 years' teaching in social studies; 3 years' government service; 3 years' private research organization. International experience. Writing and speaking experience; 3 years' psychoanalysis; 4 years' work in mental hospitals. Interest in emotional, social, and vocational aspects of education. Not less than \$11,000. A 6598
- Economics: Man, 44. Ph.D., London School of Economics, with 5 years' experience in English in the U.S.A. and abroad, economics abroad. Wish to leave post as public relations chief with quasi-military organization in Europe, for academic work. 4 years' foreign correspondent for American liberal monthly, business and management experience, broad writing experience. Prefer combination teaching, research, administration, but would settle for any one, or two together. Would consider a private or governmental research organization, too. A 6599
- Economics: Man, 45, married, 2 children. Ph.D. Specialties: economic theory, history of economic thought, business cycles, money and banking, international economics. 12 years' teaching experience, 4 years' Federal Government, 2½ years' United Nations in Europe, 4 years' university administration, 2 years' private international agency. Post-graduate study London School of Economics. Currently professor and department chairman in liberal arts college near Washington. Desire relocation in university or liberal arts college. Available September, 1958. A 6600
- Economics and Business (Industrial and Personnel Management, Labor Economics, Money and Banking, Principles of Economics, Intermediate Economic Theory, and Statistics): Man, 43, married, 2 children. A.B., M.A., requirements for Ph.D. completed except dissertation, which is in progress. 10 years of successful college and university teaching in above fields. 9 years of personnel experience in industry and government. Especially interested in college or university teaching position. Prefer Midwest location. Available fall, 1958. A 6601
- Economics, Journalism, Administration: Man, 40. Ph.D. in economics. 5 years' secondary teaching, 5 years' college teaching, 2 years' administrative work. Publications. Member, American Arbitration Association, A.A.U.P., Phi Kappa Tau, Alpha Delta Sigma, 32° Mason, Lions, Little Theatre work. Seek change to either eventual head of economics department, headmaster or presidency of small school, full teaching professorship or related academic position. Available fall, 1958 if correct opportunity occurs. A 6602
- Economics and Marketing: Man, 31, married. B.S., economics, M.Ed., general education and marketing, Ed.D., higher education and marketing. 4 years' part-time business experience while attending universities, 6 years' successful university teaching experience in economics and marketing, and 2 years' research experience as manager of local metropolitan research project. Member A.E.A., A.M.A., A.A.U.P., professional fraternities, etc. Excellent references available with respect to teaching, research, and administrative ability. Desire administrative and/or teaching position. Available September, 1958. A 6603
- Education: Man, 39, married, 1 child. B.S., M.S., Ed.D., additional graduate work at the University of Chicago, specializing in the areas of curriculum and instruction. Doctoral research on preparation of teachers for the community college. 15 years' experience all teaching levels, including administrative. 2 publications now in progress. Competent in teaching methods, educational psychology, educational administration, teacher-training supervising in mathematics and science. Excellent references. Hold membership in Phi Delta Kappa, A.A.U.P., N.C.M.U.E., etc. Currently assistant professor Midwestern college. Desire relocation for permanent position Southeast or Southwest. Available August, 1958. A 6604
- Education (Elementary): Woman, Ph.D. At present assistant professor with tenure. Experience: Public school teaching and supervision; college teaching on undergraduate and graduate levels. Specialties: Elementary school methods, including arithmetic and reading; theory of elementary school supervision; super-

vision of student teaching; in-service training for first-year teachers. Desire a nine-months' position, minimum starting salary \$7000, with adequate, scheduled raises. Available September, 1958. A 6605

Engineering: Full professor of structural engineering; family man; 42; Ph.D.; registered engineer; rich background of office, field, research, college, university, and administrative experience. Invite correspondence regarding post as dean of engineering or chairman of a civil engineering department. A 6606

English: Married man; Ph.D.; teaching experience: 4 years' private high school, 7 years' college; have taught surveys of English and American literature and technical writing as well as freshman courses. Have served as high school drama coach and as advisor for college magazine. Desire position offering the opportunity for teaching some electives in addition to required courses. A 6607

English: Man, 31, married. Ph.D., N.Y.U., 1953. Specialty, 18th Century English literature; have taught English, American, comparative literature; 7 years' college teaching, East and Middle West; Phi Beta Kappa; listed, *Directory of American Scholars*; publications. Seek assistant professorship, university or liberal arts college; East, Middle West, or West preferred but not mandatory. Available June or September, 1958. A 6608

English: Man, 46, married. Ph.D., Iowa. 16 years' college teaching, almost all undergraduate courses in English and American literature and composition. Interests: World literature in translation, integrated humanities-composition course, American literature, genres of poetry. Past president of a state English association; edited state literary map; publications. World travel, resident in Orient pre-war. Quaker. Tentatively available September, 1958. Prefer responsible permanent position in Midwest liberal arts college. A 6609

English: Man, 36, family. Ph.D. Publications. Extensive college teaching experience. A 6610

English: Man, 45, married. B.A. (Honors), M.A., Ph.D. 20 journal articles and 1 book, which responsible reviewers have called important; an enthusiastic scholar and teacher who combines broad guage scholarship and literary criticism with an interest in reading improvement programs for freshmen; have no academic pretensions whatsoever, except "gladly to teach" and to write, preferably to teach under-graduates and for one reason only—there is hope for them; presently lucratively engaged as educational consultant to textbook publishers. A 6611

English: Man, 29, married, 1 child. Ph.D. Leaving compatible job as assistant professor in state university because of family necessity to find position in East. 6 years' university teaching experience in wide variety of writing and literature courses. Publications include scholarly articles and reviews, with others in press. Specialty: American literature. Strong recommendations will testify to enthusiasm and effectiveness as teacher. Available summer or fall, 1958. A 6612

English: Man, 41, married, 2 children. Ph.D. 16 years of college teaching, including some graduate courses. Have taught advanced courses in all literary periods from Anglo-Saxon through the age of Milton. Major interests: Milton, Chaucer, rhetoric. Have published bibliography, biographical articles, criticism, scholarly edition and translation, and 2 successful freshman English textbooks. Active in several professional societies. Desire a position involving more graduate teaching than my present one, or possibly administration. A 6613

English and Humanities: Man, 51, married. Ph.D. 17th year of college and university teaching. Surveys and advanced courses in English and American literature. Unusually wide background and experience in humanities. Capable directing freshman or sophomore program in humanities. A 6614

English and/or Humanities: Man, 35, married, 2 children. Ph.D. Chicago and Columbia: work in English and American literature and in inter-cultural studies (European and American civilization, thought, and history). 7 years' teaching experience on college and university level. Have organized and lead college European seminars. Specialties: novel, comparative literature, English literature. Available summer or fall, 1958. A 6615

French: Man, 38, Ph.D., Princeton. Particularly interested in elementary and intermediate courses, 18th and 19th century prose, and scientific reading courses. Author of 4 textbooks in use at major universities, 1 translation, bibliographical work. Many reviews. Desire teaching post in rank of associate professor in

- southwest United States, especially in California. Now assistant professor at large university. Available summer or fall, 1958. A 6616
- French, Spanish, Romance Philology: Man, 50, married, 2 children. Ph.D. Study in European universities. Former Fulbright Professor in France, American Field Service Fellow, and C.R.B. Fellow. Long experience in state university. Presently Professor of Modern Languages and Dean of Men in one of better teacher training institutions. Numerous publications in French literature; French, Spanish and Romance linguistics; methodology of modern language teaching. Active in M.L.A. Prefer university or good liberal arts college with major duties instructional; would accept some administration. Available June, 1958. A 6617
- Health and Physical Education: Woman, 40, associate professor. Ph.D., University of Wisconsin; M.A. in Education, Teachers College, Columbia University. At present staff member in large major department, teaching both theory and practice courses. Member many professional committees. Have taught and supervised at all levels, in physical education, health education, recreation education, and have directed many graduate theses. Have been affiliated in responsible positions in camping, and have been staff member at several A.R.C. National Aquatic and Small Craft Schools. Hold First Aid card to instruct A.R.C.; F.A. Instructor classes; national Volleyball Official's card. Good health, appearance, active in all sports, camping. Desire summer position, 1958. A 6618
- History: A.B., Wooster, *cum laude*, 1925; Ph.D., Chicago, 1932. Phi Beta Kappa. *Who's Who in America*. Associate Fellow, Berkeley College, Yale University. Former Professor: Yale, Cornell, University System of Georgia, colleges in East and Middle West. Library of Congress Fellow in American Civilization. Published books and articles. Editorial boards of scholarly periodicals, etc. Desire appointment in university or high grade arts college. A 6619
- History: Married man, 43, 5 children. Ph.D., Columbia. 12 years' teaching American history at 1 municipal, 2 state universities. Book, articles, reviews. Specialty: Colonial and Revolutionary periods. Second interest: Frontier; offering seminar in that field now. Available for summer appointment only or September, 1958. A 6620
- History or Economics: Man, 36, married, 1 child. Ph.D. in economic history. Veteran of World War II. 8 years of teaching experience. 6 publications. Listed in major biographical directories. References on file with university placement bureau and available on request. Seek a more challenging and remunerative position. Also interested in summer appointment, 1958. Available on reasonable notice. A 6621
- History, French, Literature, Romance Languages, Political Geography: Man. 30 years' experience teaching in European and American universities; head of Department of Romance Languages at Catholic University, professor and lecturer at George Washington University, professor of humanities at European college from 1939 to present. B.A., B.S., M.A., and Ph.D., Catholic University. A 6622
- History and/or Political Science: Ph.D., Columbia. Phi Beta Kappa, Tau Kappa Alpha, *Who's Who in America*, etc. Retired after 35 years' teaching in two first-class colleges. 1955-56, Visiting Professor from the John Hay Whitney Foundation at an Eastern college. 1956-57, Visiting Professor at an Ohio college. 450 major students in many walks of life and professions. Have taught all normal courses on the undergraduate level in American and European history and political science, except public administration. Have specialized for years in the introductory courses for freshmen in the social sciences. Would like to teach by the year, semester, or quarter. Available September, 1958. [Announcement withdrawn]
- Humanities: See English and/or Humanities, Key No. A 6615.
- Industrial Relations: Family man; Ph.D., M.S. Nationally known through writings; interested in teaching and establishing a management center (self-supporting). Past 10 years in management; 2 in teaching. East. A 6624
- Librarianship, English: Man, 37, married. Ph.D. in English; M.S. in librarianship. Extensive experience in college teaching of literature as well as bibliography and library research. Now hold position as subject specialist in an academic library. Have published widely in the fields of literary scholarship and librarianship. Would consider position that would advance me, such as the directorship of a college, university, or other scholarly library; a teaching post in a school of librar-

- ianship, or in a department of English, where my specialty could be utilized. Preferred location: East Coast. A 6625
- Mathematics (Applied): Man, 48, married, Ph.D. 13 years' astronomer in government observatory; 2 years in government laboratories; 10 years' teaching in university and engineering school; 1½ years' research in industry. Taught calculus, advanced calculus, statistics, mechanics, analog and digital computers. Publications. Desire position in liberal arts college or university. Available February, 1958. A 6626
- Mathematics: Man, 46, M.A. 54 semester hours graduate mathematics; 3 years' university teaching experience. Excellent references. A 6627
- Mathematics, English Literature, Philosophy: M.A. of the University of Oxford, England. 16 years' successful experience in both undergraduate and graduate teaching in England and in U.S.A. Desire appointments for summer, 1958, and for academic year 1958-59. A 6628
- Music: Man, 43, married. B.A., M.A. Foreign travel, residence; studies with Nadia Boulanger, Roger Sessions. Experience: university, adult education, private teaching levels—12 years. Composer, conductor, lecturer. Fields: history, literature, theory (all branches), piano. Bilingual. Currently Director, Music Therapy Department, N.P. Hospital. Excellent references. Member A.A.U.P., N.A.M.T. Desire academic position commensurate with background, abilities. Available September, 1958. A 6629
- Music: Man, 32. A.B., Dartmouth College; B.M.E., M.Mus., University of Tulsa. 4 years' public school music. All phases of instrumental instruction, including marching band. 2 years' college level teaching strings to music majors and music education majors. 4 years' professional experience as violinist, including 2 years as assistant concert master of Midwestern symphony orchestra. Solo faculty recitals and chamber music background. Prefer string/music education position in college or university with opportunity to play in professional or semi-professional symphony. Tape recordings available. Desire appointment starting summer or fall, 1958. A 6630
- Music: Man, single, late twenties, Catholic. M.A., University of North Carolina; Ph.D., Cornell University. Fields: music history and literature, theory, orchestra, band, opera, music education. Experience on both secondary and college levels, publications (specialty: 19th century), outstanding musician, artist percussionist, proven teaching and conducting ability, strong background in history, sociology, languages, and humanities, qualified to stage a football show or to teach a graduate seminar in musicology. Now seeking employment in a college or university; will consider a junior college position combining music with history, sociology, French, or German. Available June, 1958. Rey M. Longyear, 108 West Gordon Street, Bel Air, Maryland.
- Music: Man, 27, family, veteran. B.A.; M.S., Juilliard School of Music, 1952, major in organ; Phi Beta Kappa. AAGO; regional winner in AGO young organists' contest. Last year spent as Fulbright Scholar in Denmark. Presently assistant professor in Eastern liberal arts college. Concert organist, specializing in Renaissance and Baroque periods; occasional performances on piano (chamber music) and harpsichord. Desire position teaching organ, keyboard literature or music history in liberal arts college in culturally alive community. Must have good organ available for teaching and performance. Programs, reviews and recommendations available. Will be available summer or fall, 1958. A 6631
- Music: Man, 42, married, veteran, Dr. of Fine Arts (Musicology), Chicago. Pianist, choir director, 10 years' college teaching: music history, music theory, fundamentals in music, music appreciation, etc. Member Phi Mu Alpha Sinfonia. Also taught German, French. Excellent references. Available February or fall, 1958. A 6632
- Music: Man, 26, single. B.Mus., M.Mus., American Conservatory of Music, Chicago, Illinois. 2 years' teaching experience. In addition to instructing courses in music theory, organ, piano, and music education, can serve as college or university organist. A 6633
- Music: Man, 37, married, 2 children. A.B., Mus.M. Organist, choral conductor, teacher. 5 years' experience in high schools; 9 years in high-ranking liberal arts colleges. Organ recitalist. Widely acclaimed a cappella choirs and small vocal ensembles. Excellent church positions. College teaching also of advanced music

- theory courses, sacred music, music literature, and piano. Outstanding references. Member A.A.U.P. and American Guild of Organists. Available summer, 1958 and thereafter. A 6634
- Music: Man, 40, married, family. B.A., M.A., Ph.D. 13 years' college teaching, the last 9 of which have been in one university: music literature, musicology, violin, viola, chamber music, orchestration; orchestra conductor; faculty recitalist (violin). Extensive chamber music experience. Present rank, professor. Member A.M.S., A.S.T.A., M.T.N.A. Would also consider combination of administration and teaching. Available June or September, 1958. A 6635
- Music: Woman, 33, single. B.M., M.A. in music, University of Washington. European study: piano with Casadesu, theory and composition with Boulanger. Member, Mu Phi Epsilon, A.A.U.P. 3 years' college teaching experience. References, credentials upon request. Available now. A 6636
- Music and/or Education: Man, 40, married, 2 children. Ph.D. At present professor at Midwestern liberal arts college. Qualified and experienced in both music and education areas. 12 years' teaching experience, 6 in public school and 6 in college. Prefer work in following areas: music methods, supervision of student teachers, music literature or appreciation, integrated humanities, philosophy of education, history of education, American public education. Member of state and national panels on role of music in the general education program. Particularly interested in this area. Member Presbyterian church. Veteran World War 2. Available fall, 1958. A 6637
- Music, Humanities, Musicology: Man, character shaped by many influences; university graduate, broad academic background, highly specialized; unique professional career in the musical United States; desire work in educational field. Credited as "distinguished for his lasting contribution to many fine majors in music" during affiliation with six major educational institutions (part-time because of solo service of major symphony orchestra). Enriched and influenced by association with world's greatest conductors and soloists, resulting in wealth of knowledge and insight for teaching. Valuable experience conducting theatre, college, and symphony orchestras. Field of greatest strength: woodwind instruments; emphasis, clarinet. Secondary: philosophy, appreciation of music, musicology, humanities, religion. Civic and community-minded; administrative and public relations experience on United Foundation drives and as president professional groups; war-effort work, office large motor company. Member Pi Kappa Lambda, Alpha Epsilon Mu, American Musicological Society, Sinfonia; patron, Delta Omicron. Complete references on file. Available January, 1958. A 6638
- Philosophy: Man, 38, married. Ph.D. Publications. 10 years' teaching experience, now in compatible position, but desire one of a more challenging nature. Can teach on graduate level. Available summer or fall, 1958. Any location except South. A 6639
- Philosophy and Religion: Man, 32, married. Ph.D. 6 years' college teaching experience. Prepared to teach usual undergraduate religion and philosophy courses. Specialties: philosophy of religion; contemporary philosophy and religion. Available summer or fall, 1958. A 6640
- Psychology: Man, 36, married, 2 children. Ph.D. 6 years' teaching experience, including undergraduate and graduate courses in general, clinical and counseling psychology; nearly 2 years chief psychologist in mental hospital; since 1953 director of counseling center in large private university; diplomate in clinical psychology, American Board Examiners Professional Psychology; publications. Seek administrative or supervisory position in education or psychology department, teaching and training doctoral or masters students, with opportunities for research. Desire rank of associate or full professor. Available summer, 1958. A 6641
- Psychology (Industrial): Family man. Ph.D., M.S. Nationally known through writings; interested in teaching and establishing a self-supporting industrial psychology center. Past 10 years in management, 2 in teaching. East. A 6642
- Sociology: Man, 36, married. Ph.D. 6 years' teaching experience. Primarily interested in teaching. Also available for administration. Many publications. Excellent references. Available June, 1958. A 6643
- Sociology: Man, 28, single. Ph.D. with specialty in social problems, mental health, and social psychology. Have, also, taught full range of sociology courses. 4 years'

major university teaching experience; 3 years' research project experience. Publications. Desire to leave present instructorship because of hazy promotional opportunities. Wish assistant professorship or equivalent at Eastern university or professional school. Available June or September, 1958. A 6644

Sociology (or Sociology and Administration): Man, 50, married, 2 children. Ph.D. New York University (Rockefeller Foundation Fellow), 25 years' college teaching experience in several types of institutions, dean liberal arts college 2 years, 3 years' research with national organization, research projects for national industrial corporation. Publications. Numerous community activities (e.g., member of Planning Commission). Located in Northeast. Interested in department headship in school with genuine interest in social science and social science research. Available June or September, 1958. A 6645

Sociology-Anthropology: Man, 35, single. Ph.D., University of Pennsylvania. Publications, field research, fellowships, Phi Beta Kappa, member A.S.S., A.A.A. Have taught introductory courses, race relations, social problems, methods, criminology, Africa and Middle East courses. Available mid-1958. A 6646

Sociology, Anthropology: Man, 44, married, 2 children. Ph.D., Chicago. Now associate professor at state university facing fiscal crisis and rising enrollment. 12 years' teaching community, cultural, urban, human relations, research methods, delinquency, collective behavior. Several years full-time and consultant research. Publications. A 6647

Late Addenda

Academic Deanship, Presidency, Public Relations, Fund Raising: Young (41) Ph.D., veteran, college teacher (8 years), some administrative experience. Desire opportunity to explore top level administrative position in quality liberal arts college. A 6648

Business Administration: Young man interested in teaching accounting, business education, and business administration subjects. Also interested in administration or the opportunity to learn administration in a university or teachers college. I hold a B.S. in business administration, and the M.B.A. Have started the doctorate. Experience includes high school and university teaching. Present rank—assistant professor. Single at present. Can go anywhere in U.S. Write for personal data sheet and photo. Available for either summer or fall, 1958. A 6649

Economics: Man, married. Ph.D., economics, Columbia. Now teaching at small liberal arts college; 8 years' teaching experience, 10 years in Federal government. Subjects: economic thought, international economics, government and business, planning, labor, principles. Publications. A 6650

Economics: Man, 44, married, 1 child. Ph.D. Teaching and research experience. Currently assistant research economist with large Western university. Interested in teaching in genuine liberal arts college which prepares students for a full life in a pluralistic world. Available July or September. A 6651

Engineer, Civil (structures and mechanics): Man, 48, Ph.D. Presently full professor at large university; desire change for personal reasons having nothing to do with present position. Author of modern textbook and other publications. Correspondence invited with regard to teaching or administrative position at public or private college or university. Will consider non-engineering administrative position. A 6652

English: Man, 37, married. Completing doctoral dissertation. Now teaching at reputable college. Reason for moving: Would like sophomore or more advanced students plus a freshman teaching load sufficiently modest to make possible reading, thinking, writing. A 6653

English: Man, 44, married, Ph.D. American literature, creative writing, composition. Enjoy teaching undergraduate literature surveys, writing, and structure of fiction. Wife is trained (M.S.W.) and experienced social worker. Articles in *College English*, *American Quarterly*, *Modern Fiction Studies*, etc. Poetry in *Saturday Review*, *Colorado Quarterly*, *Pacific Spectator*, etc. Fiction (ten short stories published or forthcoming) in *Harper's*, *Georgia Review*, etc. Past president, regional M.L.A. and A.S.A. organizations. Currently full professor. Want place in or near fairly large city, preferably Western. Not so much interested in rank as in liberal-arts atmosphere and reasonable load. A 6654

- English: Man, 51, married, 3 children. Ph.D., Boston University. 28 years' college teaching, the last 10 as full professor at a Southern state university. Fields of specialization: the novel, the short story, 18th century literature. Publications. Desire position in strong liberal arts college. Available September, 1958. A 6655
- English, Administration: Man, 46, married, 2 children. Ph.D., full professor and department chairman; 21 years' teaching experience and 10 years' administrative experience. Prefer state university, state college, or well-endowed private institution with definite rank and salary scale. A 6656
- French, Spanish, Romance Philology: Man, 50, married, 2 children. Ph.D. Study in European universities. Former Fulbright Professor in France, American Field Service Fellow, and C.R.B. Fellow. Long experience in state university. Presently Professor of Modern Languages and Dean of Men in one of better teacher training institutions. Numerous publications in French literature; French, Spanish and Romance linguistics; methodology of modern language teaching. Active in M.L.A. Prefer university or good liberal arts college with major duties instructional; would accept some administration. Available June, 1958. A 6657
- German: Man, Ph.D. in sociology, experience America and Europe. Particularly qualified for a combination of courses, graduate and undergraduate, scientific and technical German. A 6658
- History: Man, 38, family. Ph.D., University of Pennsylvania. Phi Beta Kappa. Assistant professor with 7 years' experience at Eastern arts college. Special teaching interests American survey and American social; experience in American colonial, diplomatic, and 20th century as well as Western civilization. Cooperating in experimental American studies program. Available fall, 1958. A 6659
- History: Man, 39, married, 2 children, Protestant. Ph.D., leading university. Phi Beta Kappa. 8 years' college and university teaching, including graduate level and departmental chairmanship. Book in press, second in preparation, several articles and reviews with others scheduled. Member A.A.U.P. (former chapter president), A.H.A., S.H.A., etc. Former secretary-treasurer state historical association, broad civic experience, veteran. Special field American history; also prepared to teach European, British, Latin-American, and political science. Returning from foreign appointment; available September, 1958. A 6660
- History: Man, 28, single. British subject. B.A. (Honors), M.A. (Sheffield), Diploma in Education. Courses in education, University of Manitoba (degree of B.Ed. expected 1958). 4 years' varied teaching experience in Britain, New Zealand and Canada. Desire lectureship or research assistantship in English history or Commonwealth history, or in history of education. Available September, 1958. K. Wilson, Melita, Manitoba, Canada.
- History, Political Science: Man, above 50, married, family. Ph.D. Over 20 years in present Midwest college position. Wide teaching background in both history and political science. A 6661
- Mathematics: Man, 49, Ph.D., California. Extensive experience college teaching. 15 years' experience as Naval Officer. Being released from active Naval Service prior to March 1. Interested in college teaching position. Also interested in administrative responsibility on departmental or college level. A 6662
- Music, Man, 39, single. B.A., B.Mus., M.Mus.; 8 years' college teaching experience: theory, composition, appreciation, piano; composer, arranger, choral conductor. Desire position in established department in liberal arts college or university. Excellent references. Available June or September, 1958. A 6663
- Music History and Literature, Appreciation, Theory, Piano, Art History and Appreciation, General Humanities: Man, 35, B.Mus., M.Mus., completed residence for Ph.D. in musicology. Writing dissertation now. Teaching on one-year appointment in music department of Midwestern university. 9 years' college teaching of above subjects. Have also taught general education courses embracing music, literature, fine arts, and history. Excellent references. Available after June 15, 1958. A 6664
- Philosophy, General Literature, particularly of Western Europe (might teach German, also French and Classical Greek): Experienced teacher. Also available as an administrator. A 6665
- Psychology, Philosophy (and related fields) or Administration: Retired professor

at 58 but quite normal; Ph.D., Sigma Xi, and so on; want to pinch hit for a semester or quarter or two so I can send my scholarly daughter to Europe this spring. In clinical practice but finding fee chasing less satisfying than university work. Excellent experience; references. Prefer Southwest, but open minded.

A 6666

Sociology (regular courses), also Social Ethics: Man, naturalized, Ph.D., years of experience in America and Europe.

A 6667

Speech, Drama, English: Man, 31, married, 1 child. Ph.D. 7 years' teaching at college level. Teaching or have taught: play direction, scene design, history of the theatre, history and art of motion picture, stage makeup, oral interpretation, verbal communication, fundamentals of public speaking. Strong design background, designs exhibited and published. Currently director and designer in university theatre; also experienced as technical director. Summer theatre experience in all aspects for 4 years. Scholarly interest: history of theatre as part of cultural history, aesthetics of motion picture. Desire position offering varied creative challenges in teaching, research, dramatic production. Available summer or fall, 1958.

A 6668

Additional Vacancies Reported

Physics; Mathematics: (a) Physics, woman, for 2 years (b) Mathematics, woman, for at least 3 years, both starting work late June, 1958 in India. Advanced degree in the subject required, and 4 years' experience in teaching the subject in college or university. State in detail experience and full academic vitae. Give references. Write Mary Evelyn Wells, Associate Board, Women's Christian College, 36 Hill Street, Naugatuck, Connecticut.

Business Administration: Openings, assistant to full professorship, in School of Business in Washington, D. C., for men of ability and initiative, willing to work hard to build rewarding career. Combination of teaching, administration, and work with business group. Send detailed resumé of education and experience.

V 1410

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VOLUME 43

1957

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DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

NO. 100

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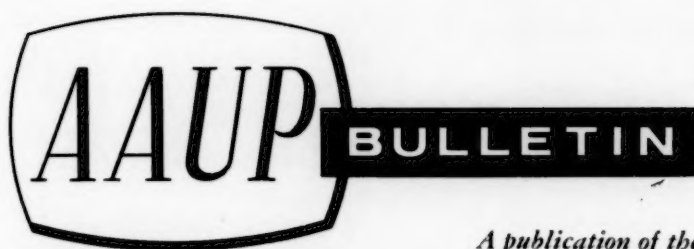
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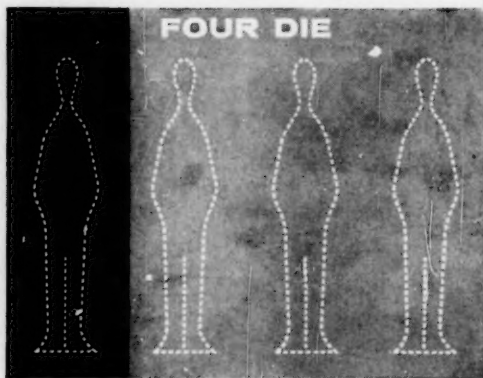
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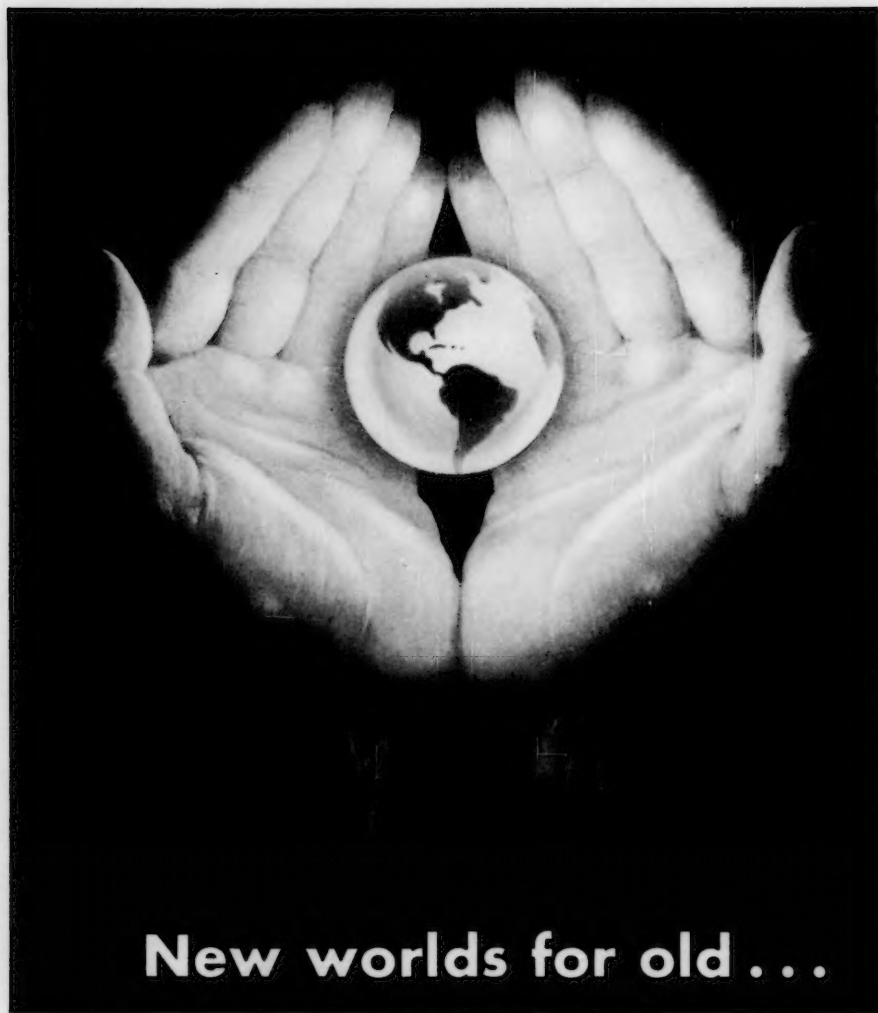
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